



University of Nevada
Cooperative Extension

CM-14-03

Planting the Seeds of Learning: Supporting the Development of Preschoolers

A Training Curriculum for Child Care Providers



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Planting the Seeds for Learning: Supporting the Development of Preschoolers

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The training is provided throughout Nevada through the collaborative efforts of University of Nevada Cooperative Extension and the State of Nevada Health Division, Health Care and Quality Compliance, Child Care Licensing with federally sponsored Child Care Development Funds.



Planting the Seeds for Learning: Supporting the Development of Preschoolers

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Other: Obtain a copy of an assessment (e.g., ASQ 48 months, Paul H. Brookes Publishing Co.)

Section 1:

Introduction





Planting the Seeds of Learning: Supporting the Development of Preschoolers

Introduction

Welcome to *Planting the Seeds of Learning: Supporting the Development of Preschoolers*, an in-service training curriculum for child care providers developed by University of Nevada Cooperative Extension through grant funds from the Nevada Bureau of Services for Child Care.

This curriculum manual provides information and instructions for conducting an educational training for child care providers to increase their understanding of preschoolers' development and learn how to provide a nurturing environment to support young children. The training includes information regarding the following topics:

- The Science of Early Childhood Development
- Key Concepts of Brain Development
- Critical and Sensitive Periods
- Areas of Development
- Developmental Milestones
- Recognizing Developmental Differences
- Risk Factors for Developmental Delay
- Routines as Teaching Opportunities

Along with this introduction, the curriculum manual includes ideas for preparing for the training; a training plan; scripts; a PowerPoint presentation; and duplication masters for handouts, activities and evaluation instruments.

The *Planting the Seeds for Learning: Supporting the Development of Preschoolers* training has been presented to caregivers throughout Nevada through the collaborative efforts of University of Nevada Cooperative Extension and the Nevada Bureau of Services for Child Care. Offered in several remote locations, the training serves as the primary access to required in-service education for many participants.

Description

The overall goals of the curriculum are to increase participants' knowledge of the following concepts:

- Understanding Preschoolers' Development
- Nurturing Relationships
- Routines as Teaching Opportunities

The program is designed for a three-hour training. Three hours is preferable in order to allow opportunity for discussion and reaction to the material.

The program has been designed primarily with child care providers in mind although others may benefit from the material (e.g., parents, foster parents and human service professionals). A minimum of eight and a maximum of 35 participants are recommended. A variety of methods have been used to recruit participants, including flyers, newspaper advertising and radio Public Service Announcements (PSAs). We regularly work with child care licensing agents to obtain mailing lists of licensed child care programs and send them invitations to attend the trainings.

Evaluation

Systematic feedback can improve the quality of programs. More importantly, summaries of written evaluations can justify the worth of a program for administrators and other key decision makers. In this manual, we have provided examples of the evaluation materials that we have used to assess the effectiveness of the trainings, including pre- and post-surveys.

We have a final recommendation about presenting the training. Although we have provided a detailed script, you will want to use your own words whenever possible. As tempting as it may be to read from the script, it is better to present the training in your own words. Familiarize yourself with the material before the training. Make notes in the margins or highlight words in the text to remind yourself of the major points in each section. Then present the material conversationally in your own words, inviting group participation and response.



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Section 2:

Preparing for the Training





Planting the Seeds of Learning: Supporting the Development of Preschoolers

Guide for Planning the Training

A lot of effort goes into making a program successful. This guide may be used to help you plan and organize your preschool development training.

Scheduling the Program

Consider when to offer the training. Finding the best time may be challenging. Will you schedule trainings in the morning? How may the time you select affect how ready the audience will be to learn? What can you do to increase their readiness to learn? When scheduling, remember that each training lasts about three hours.

What time of day will you offer your training(s)? _____
Do you have more than one audience that you will be trying to reach? Will you need to offer the training more than one time? You may want to offer training for specific audiences, such as one for caregivers of young children and another one for parents of preschoolers. Think through your communities' needs to help guide planning and implementation.

Publicizing the Program

Publicity takes time. Before you begin, determine the very best way to communicate with the audience you want to reach. Brainstorm with your staff and with some providers from your target audience to get ideas on how to get the word out. Use your imagination. Start advertising as soon as you can and get your message repeated as often as you can.

Publicize the program by using flyers, posters and other promotional techniques. You may want to see if your local paper has a free service for listing the training. Site-based newsletters or direct mailers to the target audience also can be effective ways to recruit participants.

What types of publicity methods will you use?

Some ideas for flyers and posters:

(Example included at the end of the pre-training checklist section.)

- Use large, bold type at the top of the page, bright paper and eye-catching graphics to call attention to the name of the program.
- Give the time, date and location of the program, including the street address and the name of the building, if appropriate. Consider including a map.
- List a brief training agenda or topics that will be covered. People want to know what they will be learning.
- Give the name of the sponsoring organization. Also give the name and phone number of a person to contact for more information.

Registration

You may want to encourage providers to sign up in advance for the program. By having providers register in advance, you will know better how to set up the rooms, the amount of refreshments to provide and the quantity of training materials to have on hand. The training is designed for 20 to 30 participants. Based on our experiences, the suggested maximum number of participants is about 35. Registering too many providers may negatively impact the quality of the training experience. You may want to allow for some “no shows” by allowing a few more people than your target number of participants to sign up for the training. We have found that a 25 percent “no-show” rate is common. You may also want to have a minimum number of participants in mind; determine how many people you need to register before you cancel the training. This may or may not be a concern for you.

Have a clear plan on limiting participation to your desired number. Will you do this by stipulating that registration will occur on a first-come, first-served basis? Will you have another training planned to accommodate the extra providers? Will you maintain a waiting list? Whatever your approach, make sure you have a plan in mind.

What is the ideal number of providers for your training location? _____

Participant Registration Confirmation

Just prior to beginning the training, you may want to use a postcard, flyer or telephone call to confirm with the providers that they are registered to take part in the program. Confirm meeting times and dates. Ask providers to notify you if they become unable to participate.

What method will you use to confirm attendance? _____

Training Site Logistics

Whatever site you select for the program, make sure it can accommodate the anticipated number of providers. Also make sure that it is accessible to persons with disabilities. Hold your meeting in a place that is easily accessible by public and private transportation.

Where will the training be held? _____

Room Arrangement

Planting the Seeds of Learning: Supporting the Development of Preschoolers calls for providers to work in small groups to interact using the training materials. Additional space is needed to accommodate this technique. As you think about the arrangements for the room, consider how many providers will be attending. Will the arrangement be conducive to accomplishing the training goals? Are there enough tables and chairs for everyone? Does each provider seat have a clear line of sight to the instructor and to any visuals that will be used?

How will you arrange the room? _____

How many tables will you need? _____

How many chairs will you need? _____

Equipment

The equipment needed to conduct the *Planting the Seeds of Learning: Supporting the Development of Preschoolers* training includes a screen, laptop and projector for the PowerPoint. When using the PowerPoint projector, make sure all participants can see the screen. (See Page 2.6 for a complete list of materials needed for this training.)

Training Break

It is recommended to have a break about halfway through the training.



Pre-training Checklist

You can use the checklist below to help make sure that all the necessary details for conducting your training are complete. This is an example of a possible timeline; your timeline may be a little different.

Two months before the training

- _____ Schedule the *Planting the Seeds of Learning: Supporting the Development of Preschoolers* training.
- _____ Confirm the availability and reservation of the training site.
- _____ Review the curriculum, paying special attention to the guide for planning, introduction and supply list.
- _____ Order supplies.

One month before the training

- _____ In Nevada, apply for a training approval number from the Nevada Registry (Go to www.nevadaregistry.org for more information.) New trainers will need additional time to become an approved Nevada Registry trainer.
- _____ Begin publicity. (A sample publicity flyer is on Page 2.9 in this section.)
- _____ Have the sign-up registration sheet ready. (A sample is on Page 2.11 in this section.)
- _____ Begin preparing the PowerPoint, handouts and activity packets.
- _____ Begin preparing the activities for small groups to use during the training. (Directions are in this section.)
- _____ Begin preparing materials needed for the training (listed on Page 2.6).

Two to three weeks before the training

- _____ Review and practice the script and your presentation.
- _____ Make sure all training materials and supplies are ready (name tags, sign-in/attendance sheets, PowerPoint, handouts, posters, all activities, evaluation forms, etc.). Verify you received a Nevada Registry approval code.
- _____ Print certificates if you will be handing them out at the end of the training.

One week before the training

- _____ Confirm participation of providers.
- _____ Verify audio-visual equipment at the training site and confirm that all are in working order.
- _____ Purchase training refreshments.

At the training

- _____ Arrange the room and seating.
- _____ Set out name tags, sign-in sheets and markers at a table near the door.
- _____ Have pens and pencils available.
- _____ Set up the computer and projector for the PowerPoint presentation and check to make sure it is working and that everyone can see it.
- _____ Place handouts on the presenters' table.
- _____ Place all activities and materials in a convenient place with the activities in the order they will be presented.
- _____ Review script one more time.
- _____ Greet participants as they arrive.

Have a great training.





Materials Needed for the Training

Handouts

- Pre-survey
- Booklet (28 pages includes cover)
- Better Brains for Babies Guided Worksheet
- Observing Preschoolers Guided Worksheet
- Your Child at 3 Years (English/Spanish)
- Your Child at 4 Years (English/Spanish)
- Your Child at 5 Years (English/Spanish)
- Developmental Information and Referrals
- Reading List
- Nevada 2-1-1 Fact Sheet (English/Spanish)
- Just in Time Parenting (47-48 month English/Spanish)
- Red Flag Scenario Activity
- Ages & Stages Questionnaires® Example (48 month)*
- The Child Find Project
- Project ASSIST Brochure (English/Spanish)
- Flower Basket Activity
- Mind in the Making – Inhibitory Control
- Supporting Approaches to Learning Skills Activity
- Post-survey
- Certificate of Completion

Activities

- Recognition to Referral Activity
- Approaches to Learning Activity

Equipment/Supplies

- Laptop, LCD, Screen
- PowerPoint
- Script
- Name Tags
- Markers
- Handouts
- Pencils/Pens/Markers
- Copy Paper
- Dry-erase Board or Flip Chart
- Dry-erase Markers or Markers for Flip Chart
- Materials for Activities (See activities.)

*Obtain a copy of an assessment (such as the ASQ 48 months, Paul H. Brookes Publishing Co.)



Planting the Seeds of Learning: Supporting the Development of Preschoolers

Curriculum Overview

Concept	Contents	Activities	Handouts	Videos
Introduction/Overview Slides 1-5	Introduction/Overview	Pre-survey	Pre-survey	None
Understanding Children's Development Slides 6-29	Brain Development	Guided Discussion	Better Brains for Babies: Promoting Healthy Brain Development (Page 4.1)	Better Brains for Babies
	Developmental Areas	Observing Preschoolers	Observing Preschoolers Worksheet (Page 4.2)	Alex, Hannah and Faith have a tea party
	Developmental Milestones	Group Discussion	Your Child at 3, 4 and 5 Years (Pages 4.3 to 4.8)	None
	Recognizing Developmental Differences	Red Flag Scenarios Activity	Red Flag Scenarios Activity (Page 4.18)	None
	Developmental Screening	Reviewing Developmental Screening Tools	Ages & Stages Questionnaires® Example (48 month) (Page 4.19)	None
	Making Referrals	Recognition to Referral	Recognition to Referral Scenario (Additional Materials Section 6)	None
Building Nurturing Relationships Slides 30-34	Building Relationships	Group Discussion	None	None
	Nurturing Relationships	Group Discussion	None	Building Relationships
	Ways to Build Relationships with Children	How Do You Fill Children's Baskets With Positives?	Flower Basket Activity (Page 4.25)	None

Concept	Contents	Activities	Handouts	Videos
Approaches to Learning Slides 35-51	Approaches to Learning	Group Discussion	None	Marshmallow Test
		Let's Rate Your Self-control	Mind in the Making - Inhibitory Control Scale (Page 4.26)	None
		Approaches to Learning Materials: Scarfs, Legos, Insurance Forms, Puzzle, Take-apart Item	Approaches to Learning Activity (Additional Materials Section 6)	None
		Supporting Children's Approaches to Learning	Supporting Approaches to Learning Skills Activity (Page 4.27)	None
Review by Concepts Slides 52-55	Review	Review Main Points Post-survey	Post-survey	None
Optional			Certificate of Completion (Additional Materials Section 6)	



Planting the Seeds of Learning: Supporting the Development of Preschoolers

A Training for Child Care Providers

Key concepts:

- Gain an understanding of the development of preschoolers
- Build nurturing relationships and supportive environments
- Focus on approaches to learning

Date:

Time:

Place:

To register, please contact:

Registration is limited so call today.

A free training provided by University of Nevada Cooperative Extension

Persons in need of special accommodations or assistance must call or notify (name and phone number) at least three days prior to the scheduled training.

My name is:



Planting the Seeds of Learning - Preschool

My name is:



Planting the Seeds of Learning - Preschool

My name is:



Planting the Seeds of Learning - Preschool

My name is:



Planting the Seeds of Learning - Preschool

My name is:



Planting the Seeds of Learning - Preschool

My name is:



Planting the Seeds of Learning - Preschool

My name is:



Planting the Seeds of Learning - Preschool

My name is:



Planting the Seeds of Learning - Preschool

My name is:



Planting the Seeds of Learning - Preschool

My name is:



Planting the Seeds of Learning - Preschool

Sample Sign-in and/or Registration Form



Class Sign-in/Registration

Date: _____
3 hours

Planting the Seeds of Learning: Supporting the Development of Preschoolers

Please verify the spelling of your name and sign below it. Verify the name of your center or family child care and print the address. Thank you.

Name/Signature	Center or Family Child Care Name and Address	Phone #	Cancelled	Attended
<i>Signature</i>				
<i>Signature</i>				
<i>Signature</i>				
<i>Signature</i>				
<i>Signature</i>				
<i>Signature</i>				
<i>Signature</i>				
<i>Signature</i>				
<i>Signature</i>				
<i>Signature</i>				

Section 3:

PowerPoint and Script





Planting the Seeds of Learning: Supporting the Development of Preschoolers

PLEASE NOTE: You will want to make sure all the supplies you need are ready to go before starting. What you, the facilitator, should say is in bold print. Facilitator directions, including when to distribute handouts, are not bolded. The following slides in the PowerPoint presentation are shown on two pages to enlarge font size for easier reading (slides 3.13-3.14, 3.24-3.25, 3.28-3.29, 3.32-3.33, 3.51-3.52 and 3.54-3.55).

Before the training begins, you will want to (1) have all handouts ready to be given out (see Section 5), (2) have cups or bowls and spoons ready for break time (see Section 2), (3) have pencils or pens available and (4) set up PowerPoint presentation and the projector so they are ready to go. See Section 2, Preparing for the Training for further details.

Planting the Seeds of Learning: Supporting the Development of Preschoolers



1

Welcome to Planting the Seeds of Learning: Supporting the Development of Preschoolers. I am _____, your instructor for today's training. University of Nevada Cooperative Extension faculty and staff developed this training. I am part of a team of people providing this training for early care educators across the state of Nevada.

Housekeeping tasks – **Please turn cell phones off or to vibrate, and you may want to set your phone on the table so you won't have to search for it if it does ring. Bathrooms are located ...** add other housekeeping items as needed.

Planting the Seeds of Learning: Supporting the Development of Preschoolers

Developed by Jackie Reilly, Diane Branson, Jamie Brother, Karen Mack, Teresa Byington and Marianne Papa, University of Nevada Cooperative Extension



The training is provided throughout Nevada through the collaborative efforts of University of Nevada Cooperative Extension and the State of Nevada Health Division, Health Care and Quality Compliance, Child Care Licensing with federally sponsored Child Care Development Funds.

2

The development and presentation of this training is sponsored by University of Nevada Cooperative Extension and the State of Nevada Health Division, Health Care and Quality Compliance, Child Care Licensing with federally sponsored Child Care Development Funds. Representatives from early care and education agencies and organizations across the state provided input for the development of this training.

Directions for pre-survey: **First, I'd like you to complete a pre-survey. Your responses to the survey will help us make sure our training is on track. Give pencils if needed. We appreciate the feedback you give us, as it helps us to improve our trainings.**

For the first question, please write the last four digits of your phone number and your favorite color. You will need to put the same information on a survey at the end of today's training. When you have completed the first page, please turn the page over and complete the questions on the back.

When everyone has completed the pre-survey: **During this training, I will refer to "he" or "she." I like to be fair so I will alternate between using he and she, but remember when I use either one, I am referring to all adults or children. Also during the training, I will use the words caregiver, child care provider and early childhood educator or teacher. I am referring to all of you and the job of caring for and educating preschoolers.**

Please turn in your pre-survey when you are finished. Thank you for your help. Are there any questions?



Overall Goal

Participants will increase their understanding of preschool children's development, and learn how to build positive relationships and provide nurturing environments to support their development



3

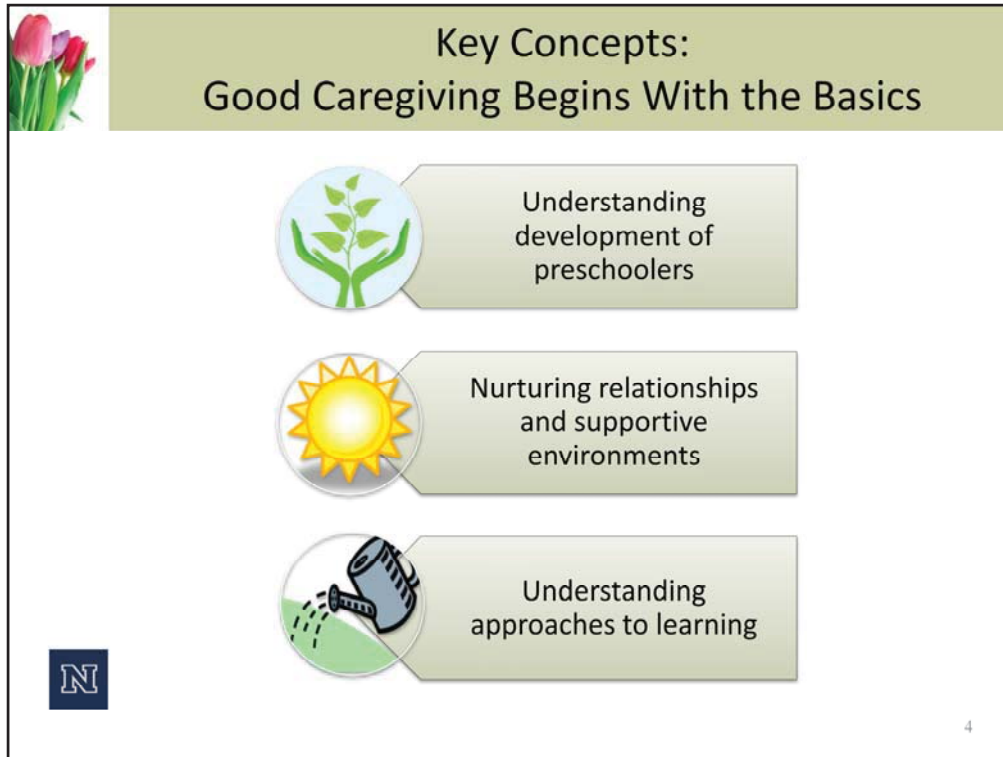
Our main goal for this training is for participants to increase their understanding of the growth and development of preschool children and learn how to build positive relationships and provide nurturing environments to support their development.

Today's training focuses on children ages 3, 4 and 5 years old. During these years, there is an enormous amount of growth and development. Our role in supporting children's progress is critical. What each of us does makes a difference. Children are born with natural abilities. A child's environment and experiences during his/her early years affects how the child grows and develops.




For example, every child is born with the ability to learn language. When a child is in an environment with a lot of opportunities to hear language and respond to interactions, the child will learn to communicate his wants and needs effectively.


During our training, I will be comparing our work as teachers of preschoolers to that of a gardener caring for her plants. What might gardeners and early childhood teachers have in common? Pause for responses.

Gardeners nurture their gardens, watch over their plants, provide rich soil and environments, and give special care to each type of plant in their gardens. Early childhood teachers do many of those same things. We provide a positive environment, meet the needs of individual children, nurture relationships, and support the growth and development of each child in our care.



**Key Concepts:
Good Caregiving Begins With the Basics**

-  Understanding development of preschoolers
-  Nurturing relationships and supportive environments
-  Understanding approaches to learning



4

The key concepts for today's training are:

- understanding development of preschoolers,
- nurturing relationships and supportive environments, and
- understanding approaches to learning.



Quality Caregivers Support the Development of Healthy, Happy Children and Families



5

We are going to spend time during this training talking about why it is important for teachers to understand children’s development, to build nurturing relationships, to create supportive environments, and to help children learn skills that prepare them for learning in school. Are there any questions before we continue? Just like the gardener who carefully tends her garden and reaps the rewards, teachers who carefully tend to the children in their care can experience joy in the development of healthy, happy children, as well as enjoy wonderful relationships with the children and their families.

Good Gardening Begins With the Basics

Understanding development of preschoolers

N

6

The first concept we will discuss is understanding children’s development. A successful gardener understands the growth and needs of each of the plants in his garden; an effective teacher understands the development of each of the children in his care. Some plants need more attention, water and/or sun; some need less. All plants and children are unique.

It is important to know if children are developing typically, as well as to recognize when an individual child is at risk for developmental delays. Understanding typical development and recognizing developmental differences is so important that there is a State of Nevada child care regulation that requires screening the development of each child in a licensed child care facility. Developmental screening is a quick way to learn if a child is developing within a typical range. Screenings help us recognize when there is a developmental difference that may be a cause for concern. A child who is developing differently may require further evaluation.

Recognizing children’s different skills can also help us plan learning opportunities designed to strengthen their growth and development.



Child Development

- Brain development
- Developmental areas
- Developmental milestones
- Recognizing developmental differences
- Making referrals



7

We begin our discussion of child development by looking at brain development, developmental areas, developmental milestones and recognizing developmental differences. I will also present information about what you can do if you have concerns about a child's development.

Promoting Healthy Brain Development:
You Can Make a Difference



www.youtube.com/watch?v=prbLhqBsx4M



8

We are going to watch a video produced by a Georgia-based collaboration of state, local, public and private organizations called Better Brains for Babies. Take a look at your guided worksheet on Page 4.1 of your handout, and then I will begin the video. The questions on this worksheet are meant to focus your attention on key points presented in the video. Be sure to pay close attention to the things that caregivers can do to support children's healthy brain development. After watching the video, you will share what you have learned, first in pairs and then as a large group.

Click on the link to view the video when you are ready to watch. After the video is finished, give participants about 10 minutes to discuss the questions on the guided worksheet with the person sitting next to them. Then review the questions and discuss the answers as a large group.



Key Concepts Covered During the Video

- Caregivers promote healthy brain development when they:
 - Develop positive relationships with children
 - Create consistent and safe environments
 - Provide opportunities for play and exploration
 - Support a child's effort rather than commenting on a child's ability



9

Ask participants what they learned from the video about ways that teachers can promote children's healthy brain development. Responses should include something about building positive relationships, creating enriching environments, and providing opportunities for play and exploration. After the discussion, click the space bar to reveal each of the points.

Positive relationships with adults in their lives contribute to children's cognitive learning and development.

Consistent and safe or secure environments promote healthy brain development.

Opportunities for play and exploration promote healthy brain development.

When we support a child's effort at learning, whether he is attempting an activity or completing a project, this promotes healthy brain development. So we want to tell a child, "You worked really hard on that," rather than "You're so smart."



The Effect of Praise on Mindsets

Mueller & Dweck (1998)

- Some children are praised for their intelligence
- Some children are praised for their efforts

Which group do you think chose the challenging puzzles more often?

- Smart-Praise = wanted easier puzzles
- Effort-Praise = wanted more challenging puzzles



10

Describe what was done during the study first, and then ask participants to guess the results of the study. After participants guess, reveal the results.

In 1998, Claudia Mueller and Carol Dweck did an experiment to try to understand the effect praise has on children's mindsets. In their study, children were given puzzles to solve, using a set of blocks with sides painted in different colors and designs. The children were shown a picture and asked to arrange their blocks to match the picture. The children were either praised for their intelligence (You are really smart) or for their effort (You worked really hard). The first few puzzles were easy to solve, and then the children were given really hard puzzles to see what would happen to their motivation. The children continued to be praised for either their effort or smarts, and then they were asked what kind of puzzle they wanted to work on next (either an easy puzzle or a hard puzzle). Which group do you think selected the challenging puzzles more often? The group praised for being smart or the group being praised for their effort? Wait for participants to respond. You may want to ask for participants to put their thumbs up or down as you name a group. Praised for being smart group (thumbs up or down). Praised for working hard group (thumbs up or down). After polling the group, reveal the final bullet points.

It might surprise you to learn that the majority of children who were praised for their intelligence wanted to go back to easy puzzles, while children who were praised for their efforts wanted to work on more challenging puzzles.



Learning and the Brain

- Children are able to learn when:
 - They feel loved, respected and accepted
 - They perceive themselves as capable
 - They have time to reflect on their learning



11

Recent research from neuroscientists gives educators some guidelines for supporting the growth, development and learning of children.

A few tips include:

Everyone learns best in a positive learning environment. Teachers create this environment by respecting children’s individuality, encouraging them to learn and practice new skills, and by celebrating children’s efforts, as well as their successes.

Positive learning environments include how we are perceived. Let me give you an example. One preschooler is pulled out of his preschool class to receive special education services with a specialist. At a different program, the child stays with his class, and the special education teacher comes into the class and works with all the children while she demonstrates ways to help the child with special needs. Which child do you think perceives himself to be a competent learner? Of course, the child who gets to stay with his class and avoids the label of “special needs” learner.



The Importance of Understanding Developmental Skills

It is important to understand children's development so we can:

- Offer age-appropriate experiences
- Have age-appropriate expectations
- Recognize developmental differences
- Plan for children's learning
- Respond appropriately



12

Why do we need to understand preschoolers' growth and development? Pause for responses. **We think it is important so that teachers can:**

- **provide age-appropriate experiences,**
- **have age-appropriate expectations,**
- **know when there might be a concern about a child's development,**
- **plan for activities and learning in our caregiving , and**
- **respond appropriately to young children.**

Having a good understanding of growth and development is a primary tool of caregiving. It is important to know what is typical and be able to recognize when a child is at risk for developmental delays. I have information that I will share later about where to refer a child if you have concerns.



Developmental Areas Defined

- **Social-emotional:** Interacting with others; having relationships with family, friends and teachers; cooperating; and recognizing emotions in self and others
- **Cognitive:** Thinking skills – learning, understanding, remembering, problem-solving and reasoning



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Let's look a little more closely at what we mean by children's development.

Children's growth is sequential and cumulative. Who knows what sequential means? Pause for responses. That's correct, sequential means that skills are learned in a certain order, one after the other.

What does cumulative mean? Pause for responses. Right, cumulative means that each skill builds on the previous skills. That means children learn how to copy simple shapes using a pencil before they learn how to write their letters.

Just as the vegetables in a garden grow in a predictable sequence — the seed becomes a small sprout before the stem, leaves and flowers appear — each child in our program grows in her own way and at her own rate, but in a predictable order.



Developmental Areas Defined

- **Social-emotional:** Interacting with others; having relationships with family, friends and teachers; cooperating; and recognizing emotions in self and others
- **Cognitive:** Thinking skills – learning, understanding, remembering, problem-solving and reasoning



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(continued)

Each developmental area will appear individually with a click, listing examples of the types of skills that children learn in that domain. Click on the area and the definition, and discuss briefly with participants.

We see children develop age-related skills and behaviors as we care for them. We cannot see neurons being connected as the child's brain is growing and developing. However, connections in the brain are occurring. It is all of the connections that are being made in the brain that allow the child to develop age-appropriate skills.

Let's look at the definition of each developmental area.

Social-emotional development relates to interacting appropriately with others; having relationships with family, friends and teachers; cooperating; and recognizing emotions in self and others.

Cognitive or mental development includes thinking skills, such as learning, understanding, remembering, problem-solving and reasoning.



Developmental Areas Defined

- **Motor/physical development:**
 - **Gross motor** — large muscles
 - **Fine motor** — small muscles



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Next is motor development, sometimes called physical development. There are two categories of motor development, gross motor and fine motor, also referred to as large muscle and small muscle.

What are some examples of gross-motor development? Pause for responses. Depending on participant responses, you might say:

Gross-motor or large-muscle development refers to when we use large muscles in our arms, legs and trunk to sit, stand, walk, run and keep our balance.

What are some examples of fine-motor development? Pause for responses. Depending on participant responses, you might say:

Fine-motor or small-muscle development refers to when we use small muscles, such as those in our fingers, to eat, draw, dress, play and write.



Developmental Areas Defined

- **Language:** Understanding what others say, communicating, using gestures or speaking
- **Self-help:** Learning to take care of your own needs, such as feeding yourself, dressing and using the toilet



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Language development includes understanding what others say, communicating, and using gestures or speaking. You may have heard the terms “receptive language,” meaning what one hears and “expressive language,” which is what one says.

Self-help refers to the skills we use to take care of our own needs, such as feeding one’s self, dressing and using the toilet. Self-help skills typically combine skills from two or more developmental domains.



Activity: Observing Preschoolers

Alex, Hannah, and Faith Have a Tea Party



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Click on the video link:

http://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticingObservation.htm#top

Look in your handout on Page 4.2, the Observing Preschoolers Worksheet.

We are going to watch a short video showing three preschoolers playing. Watch the children carefully. Using the Observing Preschoolers Worksheet, write down everything that you see the children doing in the first column, labeled Skills & Behaviors. When we finish watching the video, we will match the skills we see the children doing to the appropriate developmental area.

Create a two-column table on chart paper, or on a chalkboard or whiteboard with headings: Children's Skills and Developmental Areas. Click on the link to start the video clip.

When the video has finished, ask participants to tell you what kinds of skills they saw the children doing. Write each of the skills in the column labeled "Skills." Facilitate a discussion to identify the development area(s) that are illustrated by the children's behavior. Write down the corresponding developmental areas in the column labeled "Developmental Areas." You may want to start with an example. You could point out that when Alex was using tongs to pick up small beads, he was using skills in the fine-motor developmental area.

Developmental Milestones

Developmental milestones indicate when it is typical for children to be able to do something, such as pedal a tricycle, zip their jackets or tie their shoes

For example, most children learn to pedal a tricycle between 30 and 36 months



**Every child is an individual
and will grow and develop
skills at his own rate**

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You've probably heard about developmental milestones. Turn to Pages 4.3 to 4.8 in your handout. The Center for Disease Control (CDC) has created fact sheets that provide a look at developmental milestones. You have three sheets in English and Spanish for children ages 3, 4 and 5. The term milestone indicates the age range when children with typical development can do something, such as pedal a tricycle, zip their jacket or tie their shoes. As this slide says, children will grow and develop at their own rates, just like plants in a garden grow at different rates.

Children may reach many milestones in one developmental area, while it seems that they are not developing at all in another area. This is not unusual nor typically cause for concern. Children may focus their energy and hard work on one area of development for awhile. Development often varies across developmental domains. For example, a child may have typical development in language, possess more advanced development in physical skills, and struggle with social-emotional development.

When we see a child learning a new skill, such as naming colors, brain development is taking place that we cannot see. Remember the video of the tea party. That was an example of children practicing their social and emotional skills and fine-motor skills. All of those behaviors are building connections in children's brains. It is similar to the initial growth of seeds when they are underground. The seeds are growing and changing, but we can't see what is happening.

Finding Developmental Information

- CYFERnet (Children, Youth and Families Education and Resource Network) - www.cyfernet.org
- Just in Time Parenting - www.parentinginfo.org
- Center for Disease Control - www.cdc.gov
- Check local library for Internet access
- Local Cooperative Extension office



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In your handout, I am giving you a variety of resource information where you can find answers to your questions about child development. There are online resources that include developmental handouts for parents and information about developmental delays. We will be talking about additional resources and information on this handout later in the training.

It is important to use trustworthy sources of information when we have a question about a child's growth and development. There are many sites online, but not all of them are based on reliable research.


On Page 4.9, you will see the Development Information and Referrals List. On Page 4.10 is a Reading List that includes books and websites that may be of interest. As you look at Pages 4.11 to 4.13, you will find the Nevada 2-1-1 Fact Sheet. This phone number provides information and answers to questions about services available for Nevadans by simply calling 2-1-1.

The Children, Youth and Families Education and Resource Network (CYFERnet) has numerous resources on the development of children, including preschoolers.

On Pages 4.14 to 4.17, you will see an example of Just in Time Parenting resources in English and Spanish. This is a resource of the national Cooperative Extension website that provides specific age information about the development of children. Although the information is for parents, the developmental information is just as useful for caregivers.


Take about two minutes to think about how you will use what you have learned in the first part of this session. Tell the person sitting next to you how you will use this information. Share two new things you will do with the children in your care.

Our next topic is how to recognize developmental differences.



Recognizing Developmental Differences

- Understand risk factors
- Recognize red flags
- Conduct developmental screenings
- Refer children at risk for developmental delays for further evaluation
- Talk to parents about concerns




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As we have been discussing, children develop at their own rates following a developmental sequence, and we should expect some variation in development. Sometimes, however, there are children whose development is not typical. A child in your care may be delayed in developing a skill. For example, you may have a 3-year-old who is very clumsy and unable to run easily. If a 2-year-old isn't running easily, we would not be concerned, but if a 3-year-old is struggling, you would want to include more time for the child to run and build those skills. If that does not help, you may want to refer the child for further evaluation.

One of the reasons it is important to know about typical development is to recognize when there might be a problem. If you can recognize children who are at risk for developmental delays, you will know if a child needs to be referred for evaluation. Children between the ages of 3 and 5 years would be referred to Child Find at their local school district. If the child is evaluated and found to be eligible, the child could receive free, early childhood special education services through the school district.


Based on research, we know that children who receive intervention prior to age 5 years have much better outcomes. That is, they are more likely to meet their developmental milestones sooner and do better in school than those children who did not receive services before age 5 years.

It is important to help parents identify children who might benefit from early intervention or early childhood special education as early as possible. Teachers can also play an important role in recognizing and referring children who are at risk for developmental delays.



Risk Factors for Developmental Delay

Medical condition	Biological risk	Environmental
Genetic syndrome (such as Down syndrome)	Prematurity	Living in poverty
Metabolic disorders (such as phenylketonuria, called PKU)	Neonatal asphyxia	Maternal depression
	Prenatal exposure to drugs or alcohol	Lead exposure
	Male gender	Poor nutrition
		Parental substance abuse, including secondhand exposure to drugs and chemicals
		Lower maternal education level



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Understanding the factors that put a child at risk for a developmental delay is another way that can help you identify children who might need further evaluation. There are three broad categories of risk factors — medical, biological and environmental. Children who have one or more risk factors have a higher probability of experiencing a developmental delay. More specifically, the three categories are:

1. Medical conditions, including:

- genetic disorders such as Down syndrome, and
- metabolic disorders, such as phenylketonuria (pronounced fen-l-kee-toh-noor-ee-uh) often called PKU.

2. Biological risk, such as:


- prematurity,
- neonatal asphyxia, which is a blockage of the airway,
- prenatal exposure to drugs or alcohol, and
- male gender — boys are more likely to have developmental delays.

3. Environmental risk, such as:

- living in poverty,
- maternal depression,
- lead paint exposure,
- poor health or poor nutrition,
- parental substance abuse, and
- lower maternal educational level.


These are some of the factors that place children at risk for a developmental delay.

Any questions?



Red Flag

- A red flag means there is some aspect of development that is not typical for a child's age
- For example, we might be concerned if a 4-year-old child is not speaking in sentences
- A red flag indicates a need to pay close attention to a child and possibly refer the child for a developmental evaluation



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We learned about developmental areas and some risk factors that could lead to a child's developmental delay.

You may have heard the term "red flag." It means that some aspect of development falls outside the typical developmental range. For example, if a 4-year-old child is not speaking in sentences, we might be concerned. A red flag indicates a need to pay close attention to a child and possibly refer the child for a developmental evaluation.



Red Flag Scenarios Activity

Scenario 1: Ellie is 3 years old


- She plays make-believe with dolls, animals and people
- She frequently falls and has not mastered walking upstairs yet
- She makes requests using four-to five-word sentences

- What skills are typical for a 3-year-old?
- What skills or behaviors might be a “red flag?”
- What activities might you offer to build skills?




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We are going to read some scenarios of children at different ages. Look for skills that demonstrate typical development and missing skills that could be considered red flags. Please turn to Page 4.18 (Red Flag) in your handout. Let’s do the first scenario together. Three-year-old Ellie plays make-believe with dolls, animals and people. She frequently falls and has not mastered walking upstairs. Ellie speaks in four-to five-word sentences. What skills are typical for her age? What missing skills would be of concern? Pause for discussion. It is typical for 3-year-olds to play make-believe and make requests using four-to five-word sentences. Red flags might be that Ellie frequently falls and cannot walk upstairs yet. Activities you might offer to build her skills are opportunities to run and jump and climb stairs.



Red Flag Scenarios Activity

- Read the scenario given to your group. Write your responses to the following:
 - Underline - Typical skills
 - **Circle** - Red flags
 - Write - Activities or experiences you could offer the child to support his/her development
 - Think about other information about the child that you should know



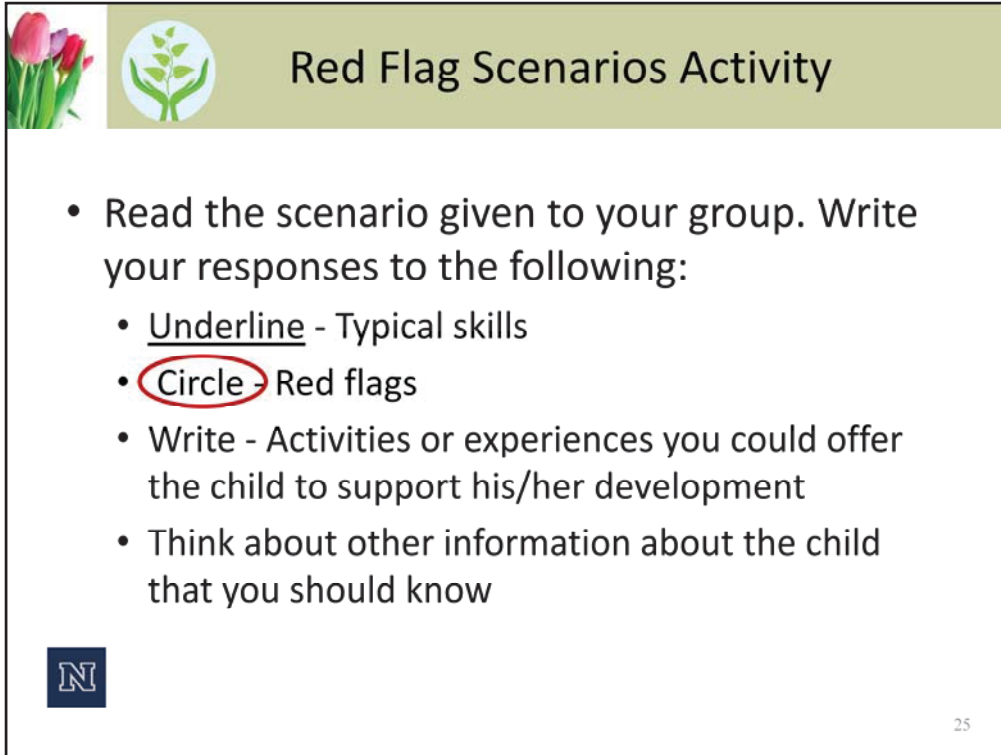
24

Have the participants form small groups of four to five people. Assign a different scenario to each group. (See handout Page 4.18.) Give the participants a few moments to discuss and identify the typical behaviors and the red flag behaviors for their scenario. Then have each group share their findings with the rest of the participants.

Work in your groups and read the scenarios to identify the behaviors that would be typical for a child that age, and identify those skills or behaviors that would be considered red flags. Choose a reporter in your group who will share your findings with the rest of the group.

Give groups around five to 10 minutes to complete this activity.

The purpose of the activity is to illustrate why it is important to know about the sequence and ages of developmental milestones. As you look at the red flags on your lists, do you think you would have concerns about a preschooler in your program who was missing those skills? Pause for responses.



The slide features a header with a green background. On the left, there are two circular icons: one with pink tulips and another with a green plant. The title "Red Flag Scenarios Activity" is centered in the header. Below the header, a list of instructions is provided. The word "Circle" in the second bullet point is circled in red. In the bottom left corner, there is a blue square with a white letter 'N'. In the bottom right corner, the number '25' is displayed.

Red Flag Scenarios Activity

- Read the scenario given to your group. Write your responses to the following:
 - Underline - Typical skills
 - **Circle** - Red flags
 - Write - Activities or experiences you could offer the child to support his/her development
 - Think about other information about the child that you should know

N

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(continued)

Yes, you probably would have a concern. Your experience has made you familiar with what is typical development for preschoolers. In center-based programs, you also have same-age peers with whom to compare. That is why you should consider your intuition when you have concerns about a child's development and use it to prompt you to look more closely at the child's development. Observe the child more carefully throughout the day, discuss your concerns with another teacher and your supervisor, and take into consideration any other factors that might impact a child's development. Be sure to have a discussion with the child's family. Can you think of any other reasons a child might be showing a delay in an area of development that are not related to a developmental delay?

Give participants time to respond. Responses might include: The child has not had an opportunity to learn the skills or the family may have different expectations about when children should acquire different skills. There may be changes in family situations, or issues that may cause difficulty with communication, such as families whose home language is not English. Be sure to mention that we want to be aware of the uniqueness of each family and how that might impact a child's development.

For example, a child may regress in her behavior when a new child is born into the family or if there is a divorce. Such changes don't necessarily mean that a child needs to be referred for screening, but we do need to pay special attention to the child's development to determine if a referral is appropriate. Perhaps extra attention and/or opportunities for learning may help the child.

Screening is our next topic.



Developmental Screening

- Purpose of screening
 - Identify children at risk for developmental delays
 - Modify your curriculum to address missing skills
- How to screen
 - Use a standardized developmental screening tool
 - Ages and Stages Questionnaires® (ASQ-3)
Examples can be viewed at Office of Early Care and Education and Early Childhood Special Education Library
 - Parents' Evaluation of Developmental Status (PEDS)
 - Use informal observation or checklists
 - Refer to a pediatrician for a screening



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Developmental screening does not identify or diagnose a developmental delay. Screening offers a quick look at major developmental milestones in all areas. It can assure parents and/or teachers that development appears to be progressing typically.

Developmental screening can also help caregivers identify areas of their curriculum that should be adapted or modified. For example, if most of your 36-month-old children cannot pour liquid into a cup yet, perhaps you will want to give them more opportunities to practice the skill.


Use of a screening tool can help identify potential concerns. A standardized screening tool is one that is reliable, which means you will get the same results when two different caregivers screen the same child. It should also be valid, which means the tool measures what it was designed to measure.

Research on the use of standardized screening tools (Glascoe, 2005) showed that pediatricians were only able to identify 20 percent of children with a developmental delay when they relied on informal screening procedures. Pediatricians' accuracy increased to 80 percent when they used a standardized developmental screening tool.

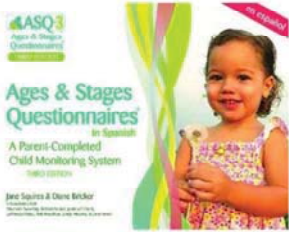
Recently approved child care licensing regulations in Nevada require developmental screening to be done every six months with the children in your care. A tool such as the Ages and Stages Questionnaires (ASQ-3) can help you meet that requirement.

Page 4.19 in your handout provides an example and website where the ASQ-3 may be located.


The ASQ-3 and the Parents' Evaluation of Developmental Status (PEDS) are two examples of tools that child caregivers could use. You may want to also consider attending a training on the ASQ-3.



Activity: Ages and Stages Questionnaire® (ASQ)-3



- For ages 2 to 60 months
- Screens five areas of development
- Completed by caregivers who spend a significant amount of time with a child



Activity:

- Review the 48-month ASQ-3
- Look for skills that you could easily observe during daily activities
- Look at the Movement/Physical Development Section on Page 4.3. How could you plan for observing those skills?

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Distribute ASQ-3 and spend a few minutes reviewing it with the group.


You have been given an ASQ-3 for a 48-month-old child. I want you to look at it to get a sense of how a screening tool can help you identify children who need to be referred for a developmental evaluation and help you plan your interactions and educational opportunities for children in your care. As you look at the ASQ-3, do you notice any skills that you see children in your care doing everyday? Pause for responses. Discuss briefly.

Review Page 4.3 — Movement/Physical Development Section with participants. **Let's look at the Movement/Physical Development Section on Page 4.3. Do you see skills that would be easy to observe in children during outside play? How could you ensure that you could observe children throwing and catching balls?** Wait for responses. Responses might include that teachers could make sure that balls are available on the playground or plan a specific activity.

The ASQ-3 can be completed by either the child's parent or by the child's teacher. Probably the best way to monitor children's development is to have parents and teachers both complete the ASQ-3 on a child, and then they can discuss a current observation. This method encourages a discussion with the child's family and helps you make a joint plan for supporting the child's development, including the need to refer the child for further evaluation, if needed.


You can find information about the ASQ-3 in your handout on Page 4.19. Paul H. Brookes Publishing Co. is the source for purchasing ASQ-3. You can also get the ASQ-3 from the Office of Early Care and Education and the Early Childhood Special Education Library.

Note: For children younger than 3 years old, please contact Nevada Early Intervention Services.



Sharing Concerns

- Nurture open communication with parents
- Find a private place to talk when parents are not in a rush
- Respect the parent's view
- Emphasize the importance of early intervention
- Refer the parent to available resources




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Raising concerns with the family about a child's development can be difficult. If you work at a center, you will want to be familiar with the policies regarding sharing concerns with parents. You will want to talk with the head teacher and/or director about your concerns. As a team, you can decide how to talk with the parents. Whether you work in a center or from your home, you will want to find a time when parents are not in a hurry and when you can find a private place to meet with them.

You might want to begin the conversation talking about how much you enjoy having the child in your program and unique strengths of their child. Then you can discuss concerns you may have.


It may be helpful to invite parents to observe their child and the other children. If they are willing, ask parents to complete the ASQ-3 with their child at home. This may give them an understanding of why you are concerned. You will want to ask the parent if they have observed similar things at home. You can share how you will help the child learn and practice the skills while in your care.

Parents may be upset with you for suggesting there is a concern. Be prepared to respond in a calm manner and reassure the parents. You will want to let them know that your concern is kept in confidence.



Sharing Concerns

- Nurture open communication with parents
- Find a private place to talk when parents are not in a rush
- Respect the parent's view
- Emphasize the importance of early intervention
- Refer the parent to available resources



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(continued)

If the child is 3 to 5 years old, provide parents with contact information for Child Find at their local school district (see Pages 4.20 to 4.24 of your handout). Suggest that parents contact Child Find and talk with their doctor about their child's development. Give them time to think about the information you have shared. After a couple of weeks, follow up with the parent to show your support and concern.

Some parents may be reluctant to proceed with an evaluation of their child. Understand that some parents may not be ready to accept that their child might need additional help. They may not agree that there is a concern. They may be concerned about cost or extra time away from work to get services.

You can reassure parents that the evaluation and services, if the child is eligible, will be provided at no cost to parents. If their child is in full-time care at the preschool or home care setting, many times the services can be delivered in that setting in consultation with you.

Whatever their reason, if the parents do not follow through with getting an appointment for a developmental evaluation, at least you have shared your concern. You can provide opportunities for the child to learn skills while in your care. You can provide information for the parents to work on their child's development in the home. And of course, you can continue to support the parents in their role of raising their child.



Referral Agencies

For 3 to 5-year-old children
Ask your local school district or
contact **Child Find**

- Washoe County School District 775-333-5035
<http://www.washoecountyschools.org/district/departments/student-support-services/child-find>
- Clark County School District 702-799-7463
<http://shoms.ccsd.net/childfind>
- Rural communities contact:
Project ASSIST @ 1-800-522-0066
- Call Nevada 211 www.nevada211.org



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It is not the role of the early childhood caregiver to confirm the presence or absence of a developmental delay. If you have done a screening and have concerns, it is important to share your concerns with the child's parents. If you have concerns, you will want to provide parents with information about who to contact in order for the child to get a developmental evaluation.

On Pages 4.20 to 4.24 in your handout, you have information from Child Find located in the Clark County School District (CCSD) and Washoe County School District (WCSD), and Project ASSIST for trainings done in rural Nevada.

Let's review where you should refer a child for further evaluation:

Children between the ages of 3 and 5 years can be referred to the local school district's Child Find office. These services are provided to parents at no cost. Project ASSIST is a statewide referral source. Parents can contact this toll-free number to find out contact information for agencies across the state.



Activity: Recognition to Referral

- Read the scenario written on the center of the flower
- Arrange the petals of the flower in sequence from your first concern to referral in a clockwise fashion



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The purpose of this activity is to help participants review the steps they could take to refer a child at risk for developmental delay to the appropriate Child Find agency.

Give each group a flower template and petals that list all the steps that could be taken to refer a child for further evaluation. Directions and instructions are found in Section 6.

Give each group a scenario sheet and direct the groups to read the scenario assigned. Each group will receive a set of petals with the steps they could take after recognizing that a child is developing differently and before making a referral. The group will discuss each of the steps and put them in order to create a flower. Place the first step at the 12 o'clock position on the flower. The groups will have five to seven minutes to complete the task.

There can be some variation in the sequence of steps from recognition to referral. The main idea that you want to get across is that teachers should first gather informal data on the child's developmental concerns through observation and documentation of the child's skills during class routines and activities. Additional information can be gained by talking with the child's parents about the child's skills at home and by having other teachers or administrators also observe the child. Next, a standardized screening tool can be used to either confirm the teacher's concern or to reassure the teacher the child is developing typically. When all these steps indicate a child is at risk for a developmental delay, teachers should encourage the child's parents to contact the appropriate referral agency for the child to be evaluated further.



Let's Review

- Why is it important to understand child development? We want to:
 - Have realistic expectations for a child's development
 - Recognize a child who might be at risk for a developmental delay
 - Provide learning opportunities for children to practice age-appropriate skills
 - Provide a safe and healthy environment for children



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Let's review the reasons why is it important to know about a child's development. Who can tell us one of the reasons we want to understand children's development? Pause for responses. If participants don't mention the following, be sure to mention them:

- **To know what to expect from a preschooler. Knowing what to expect can help us in our daily activities and interactions with the children in our care. It also helps us be realistic about what a child can and cannot do.**
- **To know if there might be a concern about a child's development. For example, typically a 3-year-old child can carry on a conversation using four-to five-word sentences that most people can understand. If you have a 3-year-old child who is only using one-to two-word sentences that are difficult to understand, you would want to refer this child for an evaluation.**



Let's Review

- Why is it important to understand child development? We want to:
 - Have realistic expectations for a child's development
 - Recognize a child who might be at risk for a developmental delay
 - Provide learning opportunities for children to practice age-appropriate skills
 - Provide a safe and healthy environment for children




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(continued)


- **To know what activities or learning opportunities are appropriate. It is not appropriate to give preschool children lots of paper/pencil worksheets to do everyday. Their learning activities should provide hands-on manipulation of materials.**
- **To know what is safe for children of a certain age. For example, although we don't need to worry about preschoolers putting choking hazards in their mouths like we would with a toddler, we still need to lock up dangerous items and keep equipment in good condition to keep preschoolers safe.**

Inappropriate expectations can put stress and pressure on a child or worry parents and caregivers. For example, many 3-year-olds are toilet trained, but there will be some children who still have potty accidents, and we should be prepared to handle these accidents with sensitivity.


Let's think a little more about gardening and the similarities. What do gardeners provide their plants in order to help them grow and flourish? Pause for one or two responses, such as water, fertilizer and shade. Just like gardeners, we can provide rich, healthy environments that support children's growth and development!




Relationships Are Nurtured Through Positive Interactions



Understanding development of preschoolers




Nurturing relationships




34

We have looked at development of preschoolers and where to find out more about developmental areas and milestones. Next, let's consider how to develop nurturing relationships with young children.



Relationships Are Nurtured Through Positive Interactions

- What things do you do to start forming a relationship with a young child?
- Why does this work?
- What does a child offer you in return?




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Take a moment to think about how you make friends with or develop a relationship with a child. I would like you to think about what you do the first time you meet a child.

On a chart paper or whiteboard, create three columns and label them “You,” “Why” and “Child.” Refer to your chart (on chart paper or whiteboard) of “You,” “Why” and “Child” columns to record their ideas. Write down the ideas on the chart or whiteboard as participants share.

What things do you do to start forming a relationship with the child? Responses could include: smile, get down to the child’s level, point out something new, wait for the child to approach you first, act silly or make the child laugh, reach out your hands, talk about what child is interested in, and try to understand the child’s interests.

Why does this work? Responses could include: makes the child comfortable, puts you on the same level with the child, pays attention to the child’s interests/needs, makes the child laugh, and gives the child space to be comfortable.

What does a child offer you in return? Responses could include: smiles, laughter, back and forth “conversation,” the child’s interests and hugs.

  **Video: Positive Relationships**



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We will now watch a video. Please note what the teacher is doing to build a positive relationship.

Show video. Then ask participants:

This video showed one teacher engaged in conversation with a child as they play. What things did the teacher do to build a relationship with this child?

Possible responses might include:

- Talked about things the child does in an after-school program and at home
- Participated in play as a partner
- Sat at child's level
- Was a responsive listener

Building Resiliency

Sunshine

Water

Fertilizer

Compost

N

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We prepare flowers in our garden to withstand stressors, such as wind, hot weather and harmful bugs, by nurturing the flowers with fertilizer, and the right amount of sunshine and water. We probably even use compost on flowers that we know are susceptible to drying out in the wind. In the same way, we help children in our care withstand stressors in the classroom when we nurture them with positive comments or feedback. Stressors can be as simple as asking a child to stop playing and clean up, or choosing a different child to be our helper. It is important to remember that some children come to us already “stressed,” such as children in foster care, or children living in a family that struggles with substance abuse or poverty. These children are going to need even more positive attention from teachers to help them handle disappointment and frustration.



Activity: How Do You Fill Children's Flower Baskets With Positives?



38

We just talked about building resiliency in children through nurturing them with positives. What ideas do you have for building a nurturing relationship with children? On Page 4.25 in your handout, you have a picture of a basket. Draw several flowers in the basket and write your ideas on the flowers.

Responses might include: spending one-on-one time with a child, telling the child's parent about something positive the child did, or giving the child a high-five sign. You can also give the child specific positive feedback, such as "I noticed you discovered the color patterns in the blocks and lined them up that way."



Approaches to Learning

-  Understanding development of preschoolers
-  Nurturing relationships
-  Approaches to learning



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We have talked about the importance of understanding children’s development and building nurturing relationships with children. Next, we will explore how teachers can help children develop important skills that help children learn how to learn. These skills have been termed, “approaches to learning.”



Approaches to Learning




Approaches to learning

Skills that help children learn how to learn




40


We are going to discuss some of the important skills that researchers have reported are critical to children’s success in school. The next few slides will introduce you to this important concept.



Marshmallow Test



[Marshmallow test](#)



41

Introduce the video first and then click on the link ([Marshmallow test](#)) below the picture to start the short video clip.

We are going to watch a video of a well-known research study called the “Marshmallow test.” This experiment was done by Walter Mischel at Stanford University in the 1970s. As you watch the video, think about what skill or skills this experiment might be testing.



What Skills Does It Take to Wait?

Eating one marshmallow immediately



Waiting to eat two marshmallows



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After the video is finished: What learning skill do you think Mischel was trying to test?
Responses might include self-control, delayed gratification and waiting.

Mischel and his team of researchers followed these children into adulthood and were amazed at how the skill of self-control continued to make a difference. Those children who were able to wait a few minutes did better in school and had fewer behavior problems than those who rang the bell immediately.

Children who could wait the full 15 minutes, 13 years later had SAT scores that were 210 points higher than children who only waited 30 seconds. Twenty years later, they had higher college completion rates; and 30 years later, they had higher incomes.



Let's Rate Your Self-control

- Read each of the statements on the Inhibitory Control Scale
- Circle the rating that identifies how much the statement describes you; 5 = "Exactly like you," and 1 = "Not at all like you"

<http://mindinthemaking.org>



43

Ellen Galinsky and her team of researchers at Mind in the Making have created brief rating scales for each of the seven essential learning skills described in her book, "Mind in the Making." The scale we are going to use rates the skill that she describes as "inhibitory control." This is the skill that researchers were evaluating in the Marshmallow test. Turn to Page 4.26 in your handout. Take a few minutes to rate yourself on this scale and then add up your total score. When you are finished, look at the bottom of the sheet to see whether you rate high on inhibitory control, in the middle, or if you could work on this skill some more.

After participants rate themselves: Ask if anyone was surprised by their scores. Next, ask participants why they think inhibitory control, also known as self-control, might be an important skill for children to learn.

Were any of you surprised by your score? Do you think this skill might be important for children to learn? Why do you think self-control might be an important skill for children to have in order to be successful in school? Answers might include: to be able to listen to all of the teacher's directions before starting a project, to be able to work cooperatively with other children, and to be able to continue working on a challenging project.

Yes, self-control is a very important skill for children to have when they begin school. In fact, it is one of several skills that have been termed, "approaches to learning." Just like Walter Mischel learned from the Marshmallow test research, certain attitudes and skills help children "learn how to learn," and children who have those skills (or learn them) are more successful than other children. We are going to talk more about approaches to learning next.



Approaches to Learning

- Strong set of attitudes and skills that prepare children for school
- Key dimension of school readiness
- Influenced by many factors, including gender and temperament
- Come naturally for some children
- Other children need direct instruction and opportunities to practice



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Approaches to learning can be described as the attitudes and skills that prepare children to learn how to learn, so that they will be better able to take advantage of educational opportunities. They are influenced by many factors, including gender and temperament. Some come naturally to children; others need direct instruction and opportunities to practice.



Approaches to Learning

- Teachers can influence a child's approaches to learning through:
 - Teacher-child relationship
 - Quality of the early childhood program
 - Curriculum
 - Teaching practices



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Teachers can help children learn skills to prepare them for school and life. We can help them to “learn how to learn.”

Regarding teacher-child relationships, positive relationships with teachers help children feel safe to try learning new skills. In addition, teachers can model their own approaches to learning for children. For example, suggesting that a child find all of the corner and side pieces when completing a puzzle is an example of modeling your own approach to problem-solving.

There are three additional things that can influence a child's approaches to learning. These include:

- 1. Quality - Higher quality programs encourage activities and teaching practices that support children's approaches to learning.**
- 2. Curriculum - Curriculum is what you do with children. Effective curricula are those that allow children to explore through play; encourage children to problem solve, set goals and plan their play; incorporate intentional teaching; and stimulate children to remain engaged.**
- 3. Teaching practices - Effective teaching practices allow teachers to communicate clear expectations, encourage children's active engagement in class activities, and allow children some autonomy in play.**

The next five slides highlight skills that are commonly included on most approaches to learning lists, and describe how preschoolers might display these key skills.



Curiosity and Eagerness to Learn

- Question
- Wonder
- Investigate



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Children demonstrate curiosity and eagerness to learn when they make independent choices and find materials that allow them to follow through on an idea. Supporting a child's curiosity and eagerness to learn is a great way to promote engagement in learning opportunities. Teachers can accomplish this by providing interesting materials in the classroom and by asking children questions that encourage them to wonder and investigate through play.



Initiative, Engagement and Persistence

- Self-directed
- Focused
- Goal-oriented



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Children are showing initiative, engagement and persistence when they are able to spend longer periods of time working on a task, even when there are distractions. As children grow and develop, the learning tasks that they face become more complex and challenging. Children who go on to be successful in school are those who are willing to stay focused and persist in trying a task, even when it is difficult. Teachers can promote children's initiative, engagement and persistence when they provide activities that have multiple steps or can be completed over several days. Teachers can also encourage this approach to learning when they praise children's efforts, and not just their successes.



Invention and Imagination

- Creative
- Imaginative
- Inventive



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Invention and imagination refers to being able to play inventively and to express creative ideas about how to complete a task. It is important to provide children with open-ended materials and to encourage them to use their imaginations to create props for their play. Supplying children with a large empty cardboard box might be all you need to do to get children started using their imaginations. Teachers can extend this imaginative play by asking questions that help children elaborate on their play ideas.



Reasoning and Problem-solving

- Flexible
- Seeking help



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We want children to learn how to solve problems using a variety of problem-solving strategies. Teachers can help with this process by giving children opportunities to try to solve their own problems without jumping in too quickly to help. We can also help by modeling problem-solving for children. We can talk out loud, describing our thinking process, while we are solving a problem.



Self-direction/Self-regulation

- Impulse control
- Intentional
- Ability to delay gratification



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Teaching children to control their impulses is another key approach to learning that leads to success in school and life. Remember the Marshmallow study? Impulse control can be taught to children by giving them strategies to use to extend their ability to delay gratification.



Activity: Approaches to Learning

Let's explore your approaches to learning

You will choose one activity to explore for five to seven minutes

- Scarf tying
- Legos
- Puzzles
- Insurance plan
- Assembly required



Activity: Approaches to learning

Set up the five different activities described below. This activity will serve as an introduction to the approaches to learning topic. Be sure to emphasize that they will be engaging in activities designed for adults. First, describe the activities and then describe the process you will follow for the activity.

1. Scarf tying: written instructions on one side, and pictures of different scarf ties on the other side.
2. Legos: picture of completed Lego construction, all pieces available to complete structure.
3. Puzzles: two different puzzles mixed together (100-piece puzzle or less).
4. Insurance plan: Select an insurance plan for a family of four based on their pre-existing conditions.
5. Assembly required: Something participants can take apart and put back together.



Activity: Approaches to Learning

Let's explore your approaches to learning

You will choose one activity to explore for five to seven

Minutes

- Scarf tying
- Legos
- Puzzles
- Insurance plan
- Assembly required



(continued)

Now, we're going to do an activity to explore our own approaches to learning. We have five different activities for you to choose from for the next five to seven minutes. You can work in groups or individually. These activities are designed for adults, not children:

- 1. Scarf tying:** We have instructions on different ties you can do with scarves. There are written instructions on one side, and pictures of some possible ties on the other.
- 2. Legos:** Here we have a picture of a Lego construction. We have all of the pieces needed to rebuild this Lego construction. Please work to recreate the Lego construction you see in the picture.
- 3. Puzzles:** We have two different puzzles, and the pieces are mixed together. Please work to complete one or both puzzles.
- 4. Insurance plan:** We have the documentation for selecting an insurance plan. Please read the description of the family's pre-existing conditions. Please select what you think would be the best insurance plan for this family of four.
- 5. Assembly required:** In this activity, we have an (item). Please use the tools provided to take apart the (item) and then put it back together again.

You will have about five to seven minutes to work on your activity. We would like for one person at each activity to observe what's happening, document observations, and report back to the larger group on what was noted.



Activity: Approaches to Learning

- Wait until your symbol is called before choosing the activity
- Assign one person to be the documenter/reporter
- Follow the instructions given to complete your task
- You have about five to seven minutes
- We will discuss the observations as a large group



Excuse participants by the symbol on their name tag such as, “Everyone with a sun on their name tag can go select their activity.” Limit the number of people at each activity to ensure that there are participants at every activity.

I am going to excuse you to select an activity by calling the symbol that is on your name tag, so listen for your symbol. Be sure to stay at the activity that you choose for the entire time of five to seven minutes. Choose one person to document what happens during the activity. We will discuss your experience and the documenter’s observations as a whole group at the end of the activity.



What Did You Notice About Your Approaches to Learning?

- Documenters – What did you observe?
- Participants – Tell us about your experience



It is time to stop. Now let's discuss your activities and experience.

Documenters, what did you observe? What kinds of learning skills seemed to be needed for the activity? (e.g., persistence, problem solving and creativity) Were there differences in how some participants approached the activity?

Next, let's hear from the participants.

- **Why did you select that activity?**
- **How did you approach the task?**
- **What worked?**
- **What didn't work?**
- **What aspects of your approaches to learning aided or hindered you?**

I want each of you to think about how you approached your learning experience. Some of you were eager and curious and hurried to engage in a preferred activity. Some of you were less decisive or may have even followed your friends to their preferred activity. Children may have similar approaches to a learning experience.



What Did You Notice About Your Approaches to Learning?

- Documenters – What did you observe?
- Participants – Tell us about your experience



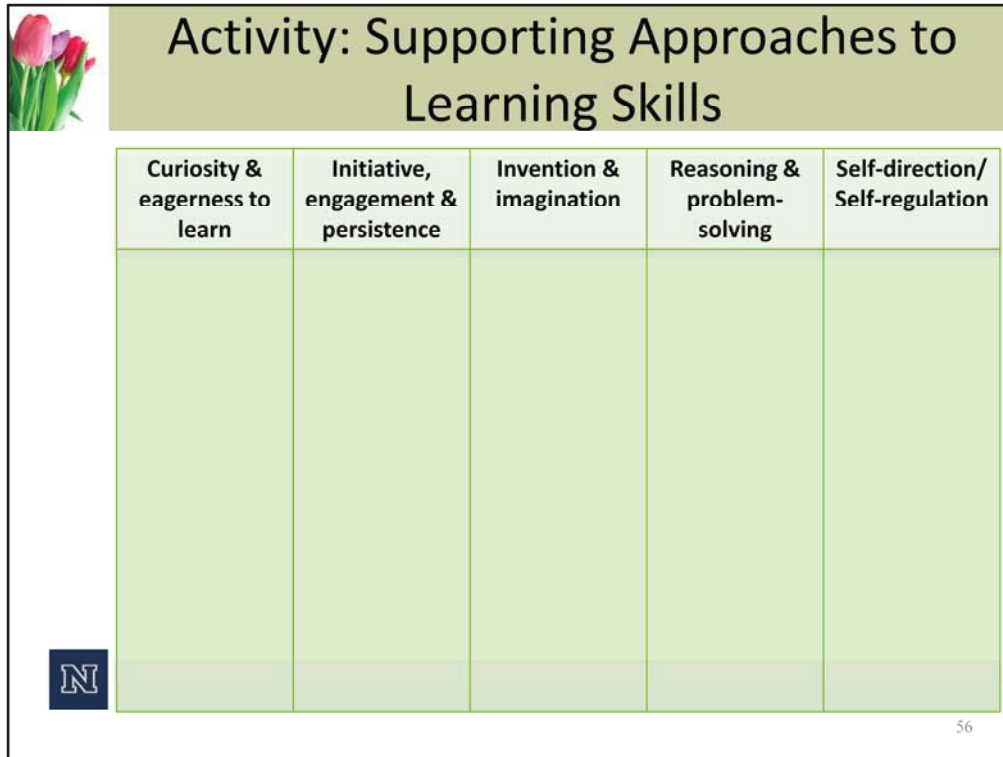
(continued)

If you enjoy solving problems, you may have gone to the Lego building, puzzle or take-apart activity. If you enjoy your imagination and being inventive, you may have gone to the scarf tying activity. I noticed some of you using persistence as you tried different ways to solve the task of putting the Lego structure together or putting the take-apart item back together.

Some of you were highly engaged in the process, and others were less so. Was there anything that influenced how engaged you were in the activity? (Answers might include amount of materials, level of interest or other distractions.) The same kinds of factors might influence children's engagement in activities.

Most children are curious and eager to learn. However, children need time, materials and encouragement to explore their interests. Many of you were reluctant to stop your activity when I asked you to stop. How often are children reluctant to leave an activity in which they are engaged? Some of you were frustrated because there were missing pieces in the puzzles or you had incomplete directions for the Lego structure. Others relied on the visual rather than the written directions for completing the activity. Many of you ignored the instructions completely and went off in your own creative direction, which should be acceptable and encouraged.

As teachers, we need to encourage children in the development of their initiative, persistence, imagination, reasoning, problem-solving and self-regulation.



Activity: Supporting Approaches to Learning Skills

Curiosity & eagerness to learn	Initiative, engagement & persistence	Invention & imagination	Reasoning & problem-solving	Self-direction/ Self-regulation

N

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Now I want you to talk about how teachers can intentionally plan activities that encourage children to develop some of these approaches to learning skills. Turn to Page 4.27 in your handout for the worksheet Supporting Approaches to Learning Skills. I am going to give each of the groups a different approach to learning skill, and I want your group to discuss how you could encourage that skill during free play at centers in a program. For example, if teachers wanted to help children with self-direction/self-regulation, they could have children choose the center where they will play, and talk about what they will do in that center before excusing each child from the circle.

Please stay in your same symbol group, and then I will assign each group one of the different approaches to learning skills to discuss. You will have about 10 minutes to discuss how teachers could intentionally set up centers, give directions to children and support children during play to encourage the approach to the learning skill your group has been assigned. When you have finished your discussion, write your ideas on a chart paper or a whiteboard under each of the Approaches to Learning titles, as shown on the PowerPoint slide.

Responses might include the following:

- Curiosity and eagerness to learn - Rotate materials, include novel items and provide choices.
- Initiative, engagement and persistence - Allow children to save projects to work on later.
- Invention and imagination - Use open-ended materials.
- Reasoning and problem solving - Ask questions, create “problems” in the classroom that encourage children to problem solve.
- Self-direction/Self-regulation - Provide visual supports to increase children’s independence.

We will now have each group share what they wrote. Have each group share.



Review: Approaches to Learning

Teachers intentionally help children learn how to learn by:

- Giving choices
- Building relationships
- Helping them finish what they start
- Nurturing creativity
- Providing encouragement



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Teachers can also help children learn skills by:

- Giving children opportunities to make choices throughout the day.
- Building positive relationships so your setting provides a safe place for learning.
- Providing children time and support to finish a project or activity. Let the child complete the activity and resist the urge to complete it for the child.
- Nurturing creativity by encouraging children to ask questions and by asking them questions. Offer a wide variety of experiences and opportunities to learn.
- Providing encouragement. Children are born ready to learn, and we want to encourage that excitement and eagerness to learn. We can encourage them by saying such as, “You are really focused on that puzzle. You must really enjoy figuring out how it goes together.”

Key Concepts:
Good Caregiving Begins With the Basics

- Understanding development of preschoolers
- Nurturing relationships
- Approaches to learning

N

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The key concepts and our agenda for today's training have been:

- Understanding development of preschoolers
- Nurturing relationships
- Approaches to learning

Let's summarize what has been presented today. Turn to the person next to you and tell them one thing that you learned today that you plan to use in your programs.

Let's hear what you have learned today. Pause for responses.

Thank you for sharing your ideas!

As teachers, we want to:

- Know how children typically develop
- Use reliable resources to find information on child development
- Develop a positive relationship with each child
- Know where each individual child is developmentally
- Make referrals when appropriate



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In our summary, you will see many repeats of what you just said.

As teachers of preschoolers, we want to:

- Know how children typically develop
- Use reliable resources to find information on child development
- Develop a positive relationship with each child
- Know where each individual child is developmentally
- Make referrals when appropriate

And, to:

- **Create an environment that supports the development of preschoolers**
- **Build positive relationships**
- **Include learning opportunities throughout the day**
- **Enjoy being with preschoolers!**



Questions?

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- **Create an environment that supports the development of preschoolers**
- **Nurture positive relationships**
- **Include learning opportunities throughout the day**
- **Enjoy being with preschoolers!**

Are there any questions on these concepts or anything else we have discussed?

I have one more video clip for you to see. This parent has learned how to have fun and help her child learn while doing an errand. Enjoy!

Click on video clip.

<https://www.youtube.com/watch?v=zcRruTfrcLg>

Thank you for attending our training



Complete the post-survey and pick up your certificate

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Distribute post-survey.

I will complete your certificates while you complete the post-survey.

I hope you've enjoyed our training.

Section 4:

Handouts



Planting the Seeds of Learning: Supporting the Development of Preschoolers



University of Nevada
Cooperative Extension





Planting the Seeds of Learning: Supporting the Development of Preschoolers

Better Brains for Babies: Promoting Healthy Brain Development

Make notes about the information presented in the video in the box below.

For large group discussion: What did you learn from the video?

1. How can we support healthy brain development?
2. How do early relationships affect development?
3. What can we do to build relationships with children?
4. How does play support development?
5. What are some ways to create a secure, consistent environment?



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Planting the Seeds of Learning: Supporting the Development of Preschoolers

Observing Preschoolers Worksheet

Directions:

1. While viewing the video, watch the children carefully and write down what you see the children doing.
2. Only make notes in the first column while watching the video.
3. After watching the video, identify the developmental areas illustrated by the children's skills and behavior.

SKILLS & BEHAVIOR What are the children doing? What skills do you see?	DEVELOPMENTAL AREAS What developmental areas are represented by the skills and behavior?

Your Child at 3 Years

Child's Name _____

Child's Age _____

Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 3rd birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What most children do at this age:

Social/Emotional

- Copies adults and friends
- Shows affection for friends without prompting
- Takes turns in games
- Shows concern for a crying friend
- Understands the idea of "mine" and "his" or "hers"
- Shows a wide range of emotions
- Separates easily from mom and dad
- May get upset with major changes in routine
- Dresses and undresses self

Language/Communication

- Follows instructions with 2 or 3 steps
- Can name most familiar things
- Understands words like "in," "on," and "under"
- Says first name, age, and sex
- Names a friend
- Says words like "I," "me," "we," and "you" and some plurals (cars, dogs, cats)
- Talks well enough for strangers to understand most of the time
- Carries on a conversation using 2 to 3 sentences

Cognitive (learning, thinking, problem-solving)

- Can work toys with buttons, levers, and moving parts
- Plays make-believe with dolls, animals, and people
- Does puzzles with 3 or 4 pieces
- Understands what "two" means
- Copies a circle with pencil or crayon
- Turns book pages one at a time
- Builds towers of more than 6 blocks
- Screws and unscrews jar lids or turns door handle

Movement/Physical Development

- Climbs well
- Runs easily
- Pedals a tricycle (3-wheel bike)
- Walks up and down stairs, one foot on each step

Act early by talking to your child's doctor if your child:

- Falls down a lot or has trouble with stairs
- Drools or has very unclear speech
- Can't work simple toys (such as peg boards, simple puzzles, turning handle)
- Doesn't speak in sentences
- Doesn't understand simple instructions
- Doesn't play pretend or make-believe
- Doesn't want to play with other children or with toys
- Doesn't make eye contact
- Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

Adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shelov and Tanya Remer Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics.

www.cdc.gov/actearly

1-800-CDC-INFO



Learn the Signs. Act Early.

Su hijo de 3 años

Nombre del niño

Edad del niño

Fecha de hoy

La manera en que su hijo juega, aprende, habla y actúa nos ofrece pistas importantes sobre cómo se está desarrollando. Los indicadores del desarrollo son las cosas que la mayoría de los niños pueden hacer a una edad determinada.

Marque los indicadores del desarrollo que puede ver en su hijo cuando cumple 3 años de edad. En cada visita médica de su hijo, lleve esta información y hable con el pediatra sobre los indicadores que su hijo alcanzó y cuáles son los que debería alcanzar a continuación.

¿Qué hacen los niños a esta edad?

En las áreas social y emocional

- Copia a los adultos y los amigos
- Demuestra afecto por sus amigos espontáneamente
- Espera su turno en los juegos
- Demuestra su preocupación por un amigo que está llorando
- Entiende la idea de lo que “es mío”, “de él” o “de ella”
- Expresa una gran variedad de emociones
- Se separa de su mamá y su papá con facilidad
- Se molesta con los cambios de rutina grandes
- Se viste y desviste

En las áreas del habla y la comunicación

- Sigue instrucciones de 2 o 3 pasos
- Sabe el nombre de la mayoría de las cosas conocidas
- Entiende palabras como “adentro”, “arriba” o “debajo”
- Puede decir su nombre, edad y sexo
- Sabe el nombre de un amigo
- Dice palabras como “yo”, “mi”, “nosotros”, “tú” y algunos plurales (autos, perros, gatos)
- Habla bien de manera que los desconocidos pueden entender la mayor parte de lo que dice
- Puede conversar usando 2 o 3 oraciones

En el área cognitiva (aprendizaje, razonamiento, resolución de problemas)

- Puede operar juguetes con botones, palancas y piezas móviles
- Juega imaginativamente con muñecas, animales y personas
- Arma rompecabezas de 3 y 4 piezas
- Entiende lo que significa “dos”
- Copia un círculo con lápiz o crayón
- Pasa las hojas de los libros una a la vez
- Arma torres de más de 6 bloquitos
- Enrosca y desenrosca las tapas de jarras o abre la manija de la puerta

En las áreas motora y de desarrollo físico

- Trepa bien
- Corre fácilmente
- Puede pedalear un triciclo (bicicleta de 3 ruedas)
- Sube y baja escaleras, un pie por escalón

Reaccione pronto y hable con el doctor de su hijo si el niño:

- Se cae mucho o tiene problemas para subir y bajar escaleras
- Se babea o no se le entiende cuando habla
- No puede operar juguetes sencillos (tableros de piezas para encajar, rompecabezas sencillos, girar una manija)
- No usa oraciones para hablar
- No entiende instrucciones sencillas
- No imita ni usa la imaginación en sus juegos
- No quiere jugar con otros niños ni con juguetes
- No mira a las personas a los ojos
- Pierde habilidades que había adquirido

Dígale al médico o a la enfermera de su hijo si nota cualquiera de estos signos de posible retraso del desarrollo para su edad, y converse con alguien de su comunidad que conozca los servicios para niños de su área, como por ejemplo la escuela pública más cercana. Para obtener más información, consulte www.cdc.gov/preocupado o llame 1-800-CDC-INFO.

Tomado de CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Quinta Edición, editado por Steven Shelov y Tanya Remer Altmann © 1991, 1993, 1998, 2004, 2009 por la Academia Americana de Pediatría y BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, tercera edición, editado por Joseph Hagan, Jr., Judith S. Shaw y Paula M. Duncan, 2008, Elk Grove Village, IL: Academia Americana de Pediatría.

www.cdc.gov/pronto | 1-800-CDC-INFO



Aprenda los signos. Reaccione pronto.

Your Child at 4 Years

Child's Name _____

Child's Age _____

Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 4th birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What most children do at this age:

Social/Emotional

- Enjoys doing new things
- Plays "Mom" and "Dad"
- Is more and more creative with make-believe play
- Would rather play with other children than by himself
- Cooperates with other children
- Often can't tell what's real and what's make-believe
- Talks about what she likes and what she is interested in

Language/Communication

- Knows some basic rules of grammar, such as correctly using "he" and "she"
- Sings a song or says a poem from memory such as the "Itsy Bitsy Spider" or the "Wheels on the Bus"
- Tells stories
- Can say first and last name

Cognitive (learning, thinking, problem-solving)

- Names some colors and some numbers
- Understands the idea of counting
- Starts to understand time
- Remembers parts of a story
- Understands the idea of "same" and "different"
- Draws a person with 2 to 4 body parts
- Uses scissors
- Starts to copy some capital letters
- Names four colors
- Plays board or card games
- Tells you what he thinks is going to happen next in a book

Movement/Physical Development

- Hops and stands on one foot up to 2 seconds
- Catches a bounced ball most of the time
- Pours, cuts with supervision, and mashes own food

Act early by talking to your child's doctor if your child:

- Can't jump in place
- Has trouble scribbling
- Shows no interest in interactive games or make-believe
- Ignores other children or doesn't respond to people outside the family
- Resists dressing, sleeping, and using the toilet
- Can't retell a favorite story
- Doesn't follow 3-part commands
- Doesn't understand "same" and "different"
- Doesn't use "me" and "you" correctly
- Speaks unclearly
- Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

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www.cdc.gov/actearly

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Learn the Signs. Act Early.

Su hijo de 4 años

Nombre del niño

Edad del niño

Fecha de hoy

La manera en que su hijo juega, aprende, habla y actúa nos ofrece pistas importantes sobre cómo se está desarrollando. Los indicadores del desarrollo son las cosas que la mayoría de los niños pueden hacer a una edad determinada.

Marque los indicadores del desarrollo que puede ver en su hijo cuando cumple 4 años de edad. En cada visita médica de su hijo, lleve esta información y hable con el pediatra sobre los indicadores que su hijo alcanzó y cuáles son los que debería alcanzar a continuación.

¿Qué hacen los niños a esta edad?

En las áreas social y emocional

- Disfruta haciendo cosas nuevas
- Juega a “papá y mamá”
- Cada vez se muestra más creativo en los juegos de imaginación
- Le gusta más jugar con otros niños que solo
- Juega en cooperación con otros
- Generalmente no puede distinguir la fantasía de la realidad
- Describe lo que le gusta y lo que le interesa

En las áreas del habla y la comunicación

- Sabe algunas reglas básicas de gramática, como el uso correcto de “él” y “ella”
- Canta una canción o recita un poema de memoria como “La araña pequeñita” o “Las ruedas de los autobuses”
- Relata cuentos
- Puede decir su nombre y apellido

En el área cognitiva (aprendizaje, razonamiento, resolución de problemas)

- Nombra algunos colores y números
- Entiende la idea de contar
- Comienza a entender el concepto de tiempo
- Recuerda partes de un cuento
- Entiende el concepto de “igual” y “diferente”
- Dibuja una persona con 2 o 4 partes del cuerpo
- Sabe usar tijeras
- Empieza a copiar algunas letras mayúsculas
- Juega juegos infantiles de mesa o de cartas
- Le dice lo que le parece que va a suceder en un libro a continuación

En las áreas motora y de desarrollo físico

- Brinca y se sostiene en un pie hasta por 2 segundos
- La mayoría de las veces agarra una pelota que rebota
- Se sirve los alimentos, los hace papilla y los corta (mientras usted lo vigila)

Reaccione pronto y hable con el doctor de su hijo si el niño:

- No puede saltar en el mismo sitio
- Tiene dificultades para hacer garabatos
- No muestra interés en los juegos interactivos o de imaginación
- Ignora a otros niños o no responde a las personas que no son de la familia
- Rehúsa vestirse, dormir y usar el baño
- No puede relatar su cuento favorito
- No sigue instrucciones de 3 partes
- No entiende lo que quieren decir “igual” y “diferente”
- No usa correctamente las palabras “yo” y “tú”
- Habla con poca claridad
- Pierde habilidades que había adquirido

Dígale al médico o a la enfermera de su hijo si nota cualquiera de estos signos de posible retraso del desarrollo para su edad, y converse con alguien de su comunidad que conozca los servicios para niños de su área, como por ejemplo la escuela pública más cercana. Para obtener más información, consulte www.cdc.gov/preocupado o llame 1-800-CDC-INFO.

Tomado de CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Quinta Edición, editado por Steven Shelov y Tanya Remer Altmann © 1991, 1993, 1998, 2004, 2009 por la Academia Americana de Pediatría y BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, tercera edición, editado por Joseph Hagan, Jr., Judith S. Shaw y Paula M. Duncan, 2008, Elk Grove Village, IL: Academia Americana de Pediatría.

www.cdc.gov/pronto | 1-800-CDC-INFO



Aprenda los signos. Reaccione pronto.

Your Child at 5 Years

Child's Name _____

Child's Age _____

Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 5th birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What most children do at this age:

Social/Emotional

- Wants to please friends
- Wants to be like friends
- More likely to agree with rules
- Likes to sing, dance, and act
- Is aware of gender
- Can tell what's real and what's make-believe
- Shows more independence (for example, may visit a next-door neighbor by himself [adult supervision is still needed])
- Is sometimes demanding and sometimes very cooperative

Language/Communication

- Speaks very clearly
- Tells a simple story using full sentences
- Uses future tense; for example, "Grandma will be here."
- Says name and address

Cognitive (learning, thinking, problem-solving)

- Counts 10 or more things
- Can draw a person with at least 6 body parts
- Can print some letters or numbers
- Copies a triangle and other geometric shapes
- Knows about things used every day, like money and food

Movement/Physical Development

- Stands on one foot for 10 seconds or longer
- Hops; may be able to skip
- Can do a somersault
- Uses a fork and spoon and sometimes a table knife
- Can use the toilet on her own
- Swings and climbs

Act early by talking to your child's doctor if your child:

- Doesn't show a wide range of emotions
- Shows extreme behavior (unusually fearful, aggressive, shy or sad)
- Unusually withdrawn and not active
- Is easily distracted, has trouble focusing on one activity for more than 5 minutes
- Doesn't respond to people, or responds only superficially
- Can't tell what's real and what's make-believe
- Doesn't play a variety of games and activities
- Can't give first and last name
- Doesn't use plurals or past tense properly
- Doesn't talk about daily activities or experiences
- Doesn't draw pictures
- Can't brush teeth, wash and dry hands, or get undressed without help
- Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

Adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shelov and Tanya Remer Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics.

www.cdc.gov/actearly

1-800-CDC-INFO



Learn the Signs. Act Early.

Su hijo de 5 años

Nombre del niño

Edad del niño

Fecha de hoy

La manera en que su hijo juega, aprende, habla y actúa nos ofrece pistas importantes sobre cómo se está desarrollando. Los indicadores del desarrollo son las cosas que la mayoría de los niños pueden hacer a una edad determinada.

Marque los indicadores del desarrollo que puede ver en su hijo cuando cumple 5 años de edad. En cada visita médica de su hijo, lleve esta información y hable con el pediatra sobre los indicadores que su hijo alcanzó y cuáles son los que debería alcanzar a continuación.

¿Qué hacen los niños a esta edad?

En las áreas social y emocional

- Quiere complacer a los amigos
- Quiere parecerse a los amigos
- Es posible que haga más caso a las reglas
- Le gusta cantar, bailar y actuar
- Está consciente de la diferencia de los sexos
- Puede distinguir la fantasía de la realidad
- Es más independiente (por ejemplo, puede ir solo a visitar a los vecinos de al lado) [para esto todavía necesita la supervisión de un adulto]
- A veces es muy exigente y a veces muy cooperador

En las áreas del habla y la comunicación

- Habla con mucha claridad
- Puede contar una historia sencilla usando oraciones completas
- Puede usar el tiempo futuro; por ejemplo, "la abuelita va a venir"
- Dice su nombre y dirección

En el área cognitiva (aprendizaje, razonamiento, resolución de problemas)

- Cuenta 10 o más cosas
- Puede dibujar una persona con al menos 6 partes del cuerpo
- Puede escribir algunas letras o números
- Puede copiar triángulos y otras figuras geométricas
- Conoce las cosas de uso diario como el dinero y la comida

En las áreas motora y de desarrollo físico

- Se para en un pie por 10 segundos o más
- Brinca y puede ser que dé saltos de lado
- Puede dar volteretas en el aire
- Usa tenedor y cuchara y, a veces, cuchillo
- Puede ir al baño solo
- Se columpia y trepa

Reaccione pronto y hable con el doctor de su hijo si el niño:

- No expresa una gran variedad de emociones
- Tiene comportamientos extremos (demasiado miedo, agresión, timidez o tristeza)
- Es demasiado retraído y pasivo
- Se distrae con facilidad, tiene problemas para concentrarse en una actividad por más de 5 minutos
- No le responde a las personas o lo hace solo superficialmente
- No puede distinguir la fantasía de la realidad
- No juega a una variedad de juegos y actividades
- No puede decir su nombre y apellido
- No usa correctamente los plurales y el tiempo pasado
- No habla de sus actividades o experiencias diarias
- No dibuja
- No puede cepillarse los dientes, lavarse y secarse las manos o desvestirse sin ayuda
- Pierde habilidades que había adquirido

Dígale al médico o a la enfermera de su hijo si nota cualquiera de estos signos de posible retraso del desarrollo para su edad, y converse con alguien de su comunidad que conozca los servicios para niños de su área, como por ejemplo la escuela pública más cercana. Para obtener más información, consulte www.cdc.gov/preocupado o llame 1-800-CDC-INFO.

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www.cdc.gov/pronto | 1-800-CDC-INFO



Aprenda los signos. Reaccione pronto.



Planting the Seeds of Learning: Supporting the Development of Preschoolers

Developmental Information and Referrals

Finding Developmental Information Online or in Your Community

- CYFERnet (Children, Youth & Families Education & Resource Network) - www.cyfernet.org
- Just in Time Parenting - www.parentinginfo.org
- Center for Disease Control - www.cdc.org - developmental milestone information in English and Spanish
- Nevada 211 - www.nevada211.org

Referral Agencies in Nevada

- Birth to 2 years 11 months - Nevada Early Intervention Services
 - ◆ **Project ASSIST Statewide Information & Referral - 1-800-522-0066**
 - ◆ Northern Nevada - 775-688-1341
 - ◆ Frontier and Rural Nevada - 775-753-1214
 - ◆ Southern Nevada - 702-486-9200
- 3 to 5 years — ask your local school district for **Child Find** contact information
 - ◆ **Project ASSIST Statewide Information & Referral - 1-800-522-0066**
 - ◆ Northern Nevada - 775-333-5035
 - ◆ Southern Nevada - 702-799-7463

Screening Tools

Ages and Stages Questionnaires-3 (ASQ-3) are available from:

Las Vegas contact:

Office of Early Care and Education

Patti Oya - 702-901-4506

T.E.A.C.H. Early Childhood@ Nevada

Maria Ginelsa - 702-816-3424 or MGINELSA@dwss.nv.gov

Southern Nevada contact:

State Child Care Licensing

Nell Harrison - 702-486-3822 or nharrison@health.nv.gov

Geneses Gordon - 702-486-7918 or ggordon@health.nv.gov

Reno contact:

Office of Early Care and Education

Cindy Johnson - 775-327-0683 or cdjohnson@dwss.nv.gov

Early Childhood Special Education Resource Library, IDEA Part C Office

4126 Technology Way, Suite 100, Carson City, NV 89706

Daniel Dinnell, Family Resource Coordinator and Information and Referral Specialist

775-687-0588 or ddinnell@adsd.nv.gov



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Planting the Seeds of Learning: Supporting the Development of Preschoolers

Reading List

You may enjoy reading some of the following:

Carter, C. (2010). Raising happiness: 10 simple steps for more joyful kids and happier parents. NY: Random House.

Copple, C. & Bredekamp, S. (Eds.). (2009). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. Washington, D.C.: National Association for the Education of Young Children.

Epstein, A.S. (2007). The intentional teacher: Choosing the best strategies for young children's learning. Washington, D.C.: National Association for the Education of Young Children.

Galinsky, E. (2010). Mind in the making: The seven essential life skills every child needs. NY: HarperCollins.

Siegel, D.J. and Bryson, T.P. (2011). The whole-brain child: 12 revolutionary strategies to nurture your child's developing mind. NY: Delacorte Press.


Other information can be found online:

Children, Youth and Families Research and Education Network — resource for programs and parents: <http://www.cyfernet.org>

National Association for the Education of Young Children <http://www.naeyc.org>

TACSEI (Technical Assistance Center on Social Emotional Intervention) Pyramid Model information <http://www.pyramidmodel.org>

CSEFEL (Center on the Social and Emotional Foundations for Early Learning) <http://csetel.vanderbilt.edu>

Nevada 
2-1-1 TM **FACT SHEET**
Get Connected. Get Answers.

PAGE 1 OF 2

What: 2-1-1 is an easy-to-remember telephone number that connects callers to free information about critical health and human services available throughout Nevada.

When: Nevada 2-1-1 launched February 2006 and led by State of Nevada, United Way of Southern Nevada, United Way of Northern Nevada and the Sierra, Crisis Call Center, and HELP of Southern Nevada.

Since its inception, more than 260,000 people have benefited from this service that connects callers with essential information and referrals.

Why: Until Nevada 2-1-1, there has been no single, comprehensive statewide provider of information and referrals for Nevadans. Because many health and human services providers offer specialized programs and services for those in need, clients were often confused or frustrated about where to turn for help.

Callers can access:


- *basic human services*
food, clothing, shelter, rental assistance, utility assistance
- *physical and mental health resources*
medical information lines, crisis intervention, support groups, counseling, drug and alcohol treatment, Medicaid/Medicare, maternal health, children's health, insurance
- *employment support services*
unemployment benefits, financial assistance, job training, transportation assistance, education programs
- *support for seniors and persons with disabilities*
home health care, adult day care, meal services, respite care, transportation, homemaker services
- *programs for children, youth, families*
childcare, after school programs, Head Start, family resource centers, recreation programs, mentoring, tutoring, protective services
- *volunteer opportunities and donations*
- *support for community crisis or disaster recovery*

Capabilities:

HELP of Southern Nevada and Crisis Call Center will serve as Nevada 2-1-1 information and referral centers. The centers are staffed by live, trained information and referral specialists.

Service is available to 99.5% of Nevada's population including most cellular subscribers. Service is currently available from Monday to Friday, 8 a.m. to midnight; Saturday and Sunday 8 a.m. to 4 p.m.; excluding holidays.

2-1-1 is not a substitute for 9-1-1 (emergency services), 4-1-1 (telephone directory assistance) or other specialized hotlines or automated recordings. Those with hearing/speech impairments may access 2-1-1 services by calling 7-1-1. Translation services are available to those calling 2-1-1.

Nevada  **FACT SHEET**

Get Connected. Get Answers.

PAGE 2 OF 2

2-1-1 Online: Information and referrals are always available online, at www.nevada211.org.

Support 2-1-1: Nevada 2-1-1 is supported by funding from federal and state grants, corporations, and individuals. To make a financial contribution in support of Nevada 2-1-1 go to: www.nevada211.org and click on GIVE HELP button or call your local United Way office.

Background: 2-1-1 is spearheaded nationally by United Way of America and the Alliance of Information and Referral Systems (AIRS). In July 2000, the Federal Communications Commission (FCC) established 2-1-1 as the nationwide number for non-emergency information and referrals.

The 2-1-1 System (a partnership of United Way and AIRS, the Alliance for Information and Referral Systems) connects people with needed human services through an easy to remember three-digit phone number. When someone connects with 2-1-1, specially trained information and referral specialists analyze what services are needed and provide the appropriate resource and related information.

Services that are offered through this three-digit telephone number vary from community to community. As of January 2007, 65% of the U.S. population has access to 2-1-1, with more systems going live each month.

The 2005 hurricane season, particularly Hurricane Katrina and Rita, tested the 2-1-1 system in ways that it had not been tested before. All around the country, 2-1-1 call and resource centers responded professionally; coordinating services and help for those who had been displaced by the storms, and sending staff and resources to the 2-1-1 operation centers that were dealing directly with the crisis, insuring that information was accurate and up-to-the minute.

United Way of Northeast Louisiana, which prior to Katrina handled 7,000 calls a year, responded to more than 111,000 calls from across Louisiana during September and October 2005. 2-1-1 services throughout the Gulf Coast states as well as in communities with large numbers of Katrina evacuees responded to hundreds of thousands of telephone calls seeking services such as shelters, food, medical assistance, job training, post-disaster assistance, and recovery information.



Qué: 2-1-1 es un número telefónico fácil de recordar que conecta a quien llama, a información gratuita sobre importantes servicios de salud y sociales disponibles en su comunidad.

Cuándo: Desde su inicio en febrero de 2006, Nevada 2-1-1 tiene el liderazgo de State of Nevada, United Way of Southern Nevada, United Way of Northern Nevada and the Sierra, Crisis Call Center, y HELP of Southern Nevada.

Desde su creación, más de 260,000 personas han recibido beneficios a través de este servicio que conecta a las personas que llaman con información esencial y referencias.

Por qué: Antes del Nevada 2-1-1 no había un solo proveedor de información y derivación médica completo que abarcara todo el estado de Nevada. Debido a que muchos proveedores de servicios médicos y de servicios sociales ofrecen programas y servicios especializados para quienes los necesiten, con frecuencia los clientes se confundían o se frustraban porque no sabían a dónde acudir por ayuda.

Quienes llamen podrán tener acceso a:

- *servicios sociales básicos*
alimentos, ropa, albergues, asistencia sobre alquileres, asistencia sobre servicios públicos
- *recursos sobre salud mental y física*
líneas de información médica, intervención en crisis, grupos de apoyo, orientación, tratamiento contra la drogadicción y el alcoholismo, Medicaid/Medicare, salud de la madre, salud infantil, seguros
- *servicios de apoyo al empleo*
beneficios por desempleo, asistencia financiera, capacitación laboral, asistencia para transporte, programas de educación
- *apoyo para personas de la tercera edad y personas con alguna discapacidad*
atención médica en casa, atención durante el día para adultos, servicios de comida, atención a necesidades especiales, transporte, servicio de labores domésticas
- *programas para niños, jóvenes, familias*
guarderías, programas extracurriculares, Head Start, centros de recursos para familias, programas de recreación, asesoría, tutoría, servicios de protección
- *oportunidades para voluntarios y donaciones*
- *apoyo para situaciones de crisis en la comunidad o recuperación después de desastres*

Capabilities: *HELP of Southern Nevada y Crisis Call Center servirán como los centros de información y referencias de Nevada 2-1-1. Los centros tienen personal capacitado y especializado que contesta las llamadas en vivo y proporciona información y referencias.*

El 99.5% de la población de Nevada cuenta con este servicio, incluida la mayoría de los usuarios de teléfonos celulares. Excepto días feriados, el servicio está disponible actualmente de 8 a.m. a medianoche, de lunes a viernes, y las 24 horas del día en el sitio www.nevada211.org.

Si de sea más información acerca de Nevada 2-1-1, o de cómo su negocio puede colaborar con United Way para mejorar la calidad de vida, llame al (702) 892-2306.

Just in Time Parenting

Months 47-48



Four-year olds love to say, “I did it myself!”

By the age of four, many children can dress themselves.

- It is still easier to pull a zipper down than up. Shirts sometimes end up backwards or inside out.
- With your encouragement, your child will keep trying.
- You can help by choosing simple, loose clothing.
- Fasteners like snaps, buttons, zippers and laces are tricky. Look for shirts, pants and shoes without these kinds of fasteners.

Most 4-year-olds can also brush their teeth and wash their hands. These self-help skills are important to a child's independence. When you tell your child, “It's time to wash your hands for supper,” he can run to the bathroom, pull out the stool, turn on the water, wash, dry and run to the table. It makes him feel good to say, “I did it all by myself.”

Create “I love you” rituals.

Special “I love you” rituals repeated each day help you feel connected to your partner. Taking a few minutes to create a feeling of togetherness can pay big dividends. You not only get the warm feelings, but also often get more energy and cooperation to take on some of the other items on your “to do” list.

As you create your own rituals, keep in mind they need to be meaningful and repeated. Here are some ideas to start with:

- A special way of saying goodbye like a kiss and “I love you.”
- A few minutes for couple talk before dinner each day.
- Snuggle together at bedtime for a few minutes.
- Do dishes together after a meal.



extension
more mind reach

What's it like to be 47 - 48 months old?



How I Get Along with Others

- I play pretty well with 2-3 children — but may be impatient in larger groups.
- I may show-off.
- I have a great sense of humor. I love nonsense and being silly.
- I am easily over-stimulated and may go "out-of-bounds."

How I Move

- I have a longer, leaner body.
- I am lively and active.
- I am a "worker." I have drive.
- I can jump about 40 inches and land on my feet.
- I can throw a large ball and kick with some accuracy.
- I dress myself.
- My finger-hand activities are getting more coordinated.

Some children do things earlier or later than described here.

Most differences are normal. Focus on what your child can do and get excited about each new skill. If you notice that your child is lagging behind in one or more areas for several months, circle the things that your child cannot do. Check the things your child can do. Use this list to talk with your doctor about your child's development.

How I Think & Learn

- I really want to learn. I can solve some problems.
- I accept changes as long as you prepare me for them.
- I understand simple reasons for things.
- I recognize today and tomorrow.
- I can do two things at once.
- I understand the concept of "three" and can name more objects.
- I like dramatic play and like to use simple props.
- My attention span is 8 - 12 minutes long.
- I call people names and might swear.
- I enjoy silly words and rhyming without meaning.
- I can understand about 1,500 words.

Crianza Justo

47-48 Meses



a Tiempo

A las niñas de cuatro años de edad les encanta decir, “¡Yo lo hice!”

A los cuatro años muchos niños pueden vestirse ellos solitos.

- Todavía es más fácil abrir un zíper que cerrarlo.
- Con su motivación, su niña seguirá intentándolo.
- Usted puede ayudarla eligiendo ropa que le sea fácil ponerse.
- Los cierres como los broches, los botones, los zíperes y las cintas son difíciles para su pequeña. Busque camisetas, pantalones y zapatos que no tengan este tipo de cierres.

La mayoría de los niños de 4 años también pueden cepillarse los dientes y lavarse las manos. Estas habilidades son importantes para la independencia de una niña. Cuando usted le dice a su pequeña, “Es hora de lavarse las manos para cenar,” ella podrá correr al baño, acercar el banquito, abrir la llave del agua, lavarse y secarse las manos y correr a la mesa. Le hace sentir bien poder decir, “Lo hice yo solita.”

Invente rituales “románticos.”

Los rituales “románticos” que se repiten diariamente pueden ayudar(a) a sentirse conectado(a) con su pareja. Tomarse unos minutos para crear sentimientos de acercamiento puede valer la pena. Usted no sólo sentirá el calor de su pareja, sino también con frecuencia obtendrá más

energía y cooperación para realizar algunos de los otros pendientes en su lista de “tareas”.

Mientras que crea sus propios rituales, recuerde que deben ser significativos y repetitivos. Estas son algunas ideas para empezar:

- Una manera especial de despedirse como un beso y un “Te amo.”
- Unos minutos para hablar ustedes dos sólo como pareja antes de la cena todos los días.
- Acurrúquense o abrázense en la cama unos minutos antes de dormir.
- Laven los platos juntos después de una comida.



extension
more mind reach



¿Qué se siente tener 47 y 48 meses de edad?

Cómo me llevo con otras personas

- Juego bastante bien con 2 ó 3 niños, puedo ser impaciente en grupos más grandes.
- Quizás me guste presumir o coquetearle a la gente.
- Tengo buen sentido del humor. Me encantan las tonterías y hacerme el gracioso.
- Me emociono demasiado muy fácilmente y pudiera salirme de control.

Cómo me muevo

- Tengo un cuerpo más largo y delgado.
- Soy alegre y activo.
- Soy todo un "trabajador."Tengo dinamismo y energía.
- Puedo saltar aproximadamente 40 pulgadas y caer de pie.
- Puedo aventar una pelota grande y patearla con precisión.
- Me visto yo solito.
- Las actividades que hago con los dedos y las manos se están volviendo más coordinadas.

Cómo pienso y aprendo

- En verdad quiero aprender. Puedo resolver algunos problemas.
- Puedo aceptar cambios siempre y cuando me prepares para poder manejarlos.
- Entiendo explicaciones simples para ciertas cosas.
- Reconozco y sé lo que es hoy y mañana.
- Puedo hacer dos cosas a la vez.
- Puedo entender lo que significa "tres" y puedo nombrar más objetos.
- Me gustan los juegos dramáticos y me gusta usar accesorios simples.
- Mi capacidad de concentración es de 8 a 12 minutos.
- Pudiera insultar a las personas y hasta tal vez decir groserías.
- Me gustan las palabras tontas y hacer rimas sin sentido.
- Puedo entender aproximadamente 1,500 palabras.

Algunos niños empiezan a hacer cosas antes o después de como se describen en este documento. La mayoría de las diferencias son normales. Enfóquese en lo que su niño puede hacer y entusiásmese por cada nueva habilidad que desarrolle. Si usted nota que su niño está atrasándose en una o más áreas por varios meses, circule las cosas que su niño no puede hacer. Observe y anote las cosas que su niño puede hacer. Use esta lista para hablar con su médico acerca del desarrollo de su hijo.



Planting the Seeds of Learning: Supporting the Development of Preschoolers

“Red Flag” Scenarios Activity

Directions: Read each scenario. Underline the skills that would be considered typical development for a child this age and circle any missing skills that could be considered “red flags” for a child this age. Finally, discuss what experiences you could offer a child in order to give the child an opportunity to learn the missing skills.

Ellie 3 years old:

Ellie is 3 years old. She plays make-believe with dolls, animals and people. Ellie frequently falls when walking and has not yet mastered walking upstairs independently. She makes requests using four-to five-word sentences.

Robert 3 years old:

Robert is 3 years old. He shows affection for friends and separates easily from Mom and Dad. He runs and pedals a tricycle. Robert used to speak in long sentences, but a few months ago, he started using only single-word sentences.

Ethan 4 years old:

Ethan is 4 years old. He is not interested in other children and usually plays by himself in a corner of the classroom. He sings songs or says poems from memory. He has a difficult time using scissors. He does not name any colors or numbers.

Casey Anne 4 years old:

Casey Anne is 4 years old. She pours and cuts with supervision. She enjoys doing new things. She doesn't follow three-part directions, and her speech is difficult to understand. She draws a person with two to four body parts and has started to copy some capital letters.

Christopher 5 years old:

Christopher is 5 years old. He speaks very clearly. He climbs and swings with ease. He can print some letters and numbers. He counts up to 10 and names four colors. He shows a limited range of emotions and frequently seems sad and unhappy.

Kimberly 5 years old:

Kimberly is 5 years old. She is aware of her gender and likes to sing, dance and act. She is aggressive with the other children and hits and kicks when she does not get what she wants. She can copy a triangle and other geometric shapes and draw a person with at least six both parts.



Planting the Seeds of Learning: Supporting the Development of Preschoolers

Ages & Stages Questionnaires® Example (48 month)

The Ages & Stages Questionnaires® (ASQ-3™) is a useful tool for assessing the development of a child. It is copyrighted and thus could not be included in this curriculum. According to Brookes Publishing, the distributors for the ASQ-3™ package:

“ASQ-3 is the most accurate, cost-effective and parent-friendly way to identify children from one month to 5½ years with developmental delays.”

The product is available for purchase from the Brookes Publishing website. The authors have no connection with Brookes Publishing or this publication, nor do they receive anything from its sale. The site address is:

<http://www.brookespublishing.com/store/books/squires-asq/index.htm>

ASQ-3 Ages & Stages Questionnaires®
24 Month Questionnaire
23 months 0 days through 25 months 15 days

Please provide the following information. Use black or blue ink only and print legibly when completing this form.

Date ASQ completed: _____

Child's information

Child's first name _____ Middle initial _____ Child's full name _____
Child's date of birth: _____ Child's gender: Male Female

Person filling out questionnaire

First name: _____ Middle initial: _____ Last name: _____
Street address: _____ Relationship to child: Parent Grandparent Teacher Child care provider
 Grandparent or other relative Foster parent Other: _____

City: _____ State: _____ ZIP: _____
Country: _____ Home telephone number: _____ Child telephone number: _____

E-mail address: _____

Names of people assisting in questionnaire completion: _____

Program information

Child ID #: _____
Program ID #: _____
Program name: _____

P101240100
Ages & Stages Questionnaires®, Third Edition (ASQ-3™), Squires & Dickler
© 2007 Paul H. Brookes Publishing Co. All rights reserved.

Contact Office of Early Care and Education to view an example.



The Child Find Project

The Child Find Project is a service of the Clark County School District (CCSD) under the direction of the Student Support Services Division. The objective of the project is to identify students, ages 3 to 21, who are not enrolled in public school and who may be eligible for special education services. These students include preschoolers, students attending private or parochial schools, or students receiving homeschooling.

Referrals for evaluations/assessments must be initiated by parents, guardians or surrogates. Recommendations to parents for assessments often come from community agencies, education and medical personnel, and preschool/daycare centers. Parents or guardians must consent to an evaluation of their child prior to an appointment.

A team of professionals will assess the child to determine if he or she is eligible for special education services. An Individual Education Program (IEP) is then developed for each child who qualifies, with the involvement of parents or guardians. The Child Find Project staff can also provide families with information to assist them with accessing community services.

**Child Find services are available year-round
by calling Clark County School District (CCSD) 702-799-7463**

<http://shoms.ccsd.net/childfind>

-or-

Washoe County School District (WCSD) 775-333-5035

<http://www.washoecountyschools.org/district/departments/student-support-services/child-find>



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Bureau of Early Intervention Services
3427 Goni Road, Suite 108
Carson City, Nevada 89706
www.health2k.state.nv.us/BEIS/

This publication was produced with 100% federal funds provided through Part C, Individuals with Disabilities Education Act.
Grant #H181A030019
Printed in 2005

Nevada's Project ASSIST a Central Resource Directory

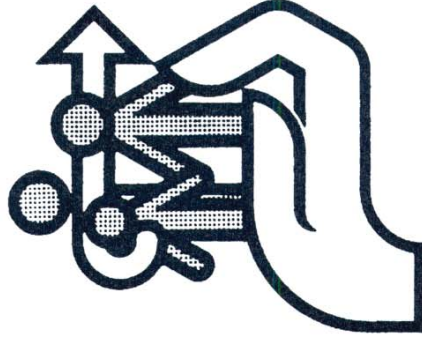
is made possible by
The Nevada Department of
Human Resources
and
The Nevada Department of
Education

Nevada State Health Division



PROJECT ASSIST

A Nevada Information
Source for Children
and Young Adults with
Disabilities Up to Age
21, their Families and
their Service Providers



*"A CENTRAL DIRECTORY SERVICE
OF NEVADA"*

Statewide: 1-800-522-0066
www.health2k.state.nv.us/BEIS/

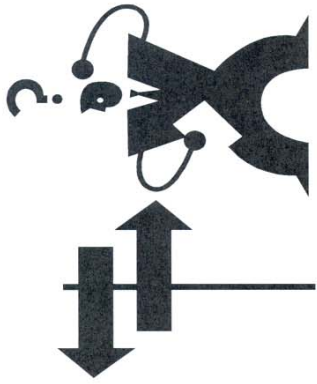
Project ASSIST
Nevada State Health Division
Bureau of Early Intervention Services
3427 GONI ROAD, SUITE 108
CARSON CITY, NV 89706

Why call

Project ASSIST?

Project ASSIST is for anyone seeking information about organizations, programs or agencies that provide services and supports for children and young adults with disabilities up to age 21, and their families. Some of the many services covered are:

- Parent Support Groups
- Respite Care
- Screening, Diagnosis, & Assessment
- Early Intervention Programs
- Therapies
- Vocational Training
- Advocacy Organizations
- Life Planning, Financial or Legal Services
- Counseling or Psychological Services
- Education, Health and Social Service Agencies



How Can Project ASSIST Help?

Project ASSIST can help you find the services or resources you may need in your area through a computerized listing of programs, agencies or organizations. This database is continually being updated.

Project ASSIST staff will help clarify your information needs through a phone interview. Then a computer search will be conducted to find programs or agencies which may be able to help.

If your program is not listed with Project ASSIST, please call for listing information.

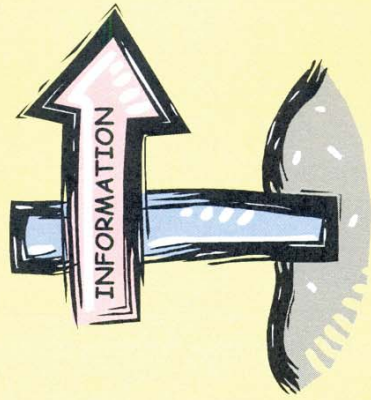
What Happens Next?

A list of available resources will then be mailed to you. You decide which services to contact. Project ASSIST staff will not contact you again unless you ask them to do so.

So how do you contact us?

Call Toll Free

1-800-522-0066



The inclusion of provider information in Project ASSIST is not and should not be construed as an endorsement of the providers by the state of Nevada.



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El Directorio Central
 del **Proyecto de Asistencia**
 de Nevada
 es hecho posible por medio del
 Departamento de Recursos Humanos
 y
 El Departamento de Educación
 de Nevada

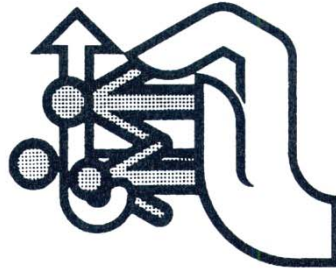
Nevada State Health Division



Project ASSIST
 Nevada State Health Division
 Bureau of Early Intervention Services
 3427 GONI ROAD, SUITE #108
 CARSON CITY, NV 89706

PROYECTO DE ASISTENCIA

Un recurso informativo para niños y adultos jóvenes con incapacidades hasta la edad de 21 años, sus familias y sus proveedores de servicios.



“EL DIRECTORIO CENTRAL DE SERVICIOS DE NEVADA”

A nivel del estado:

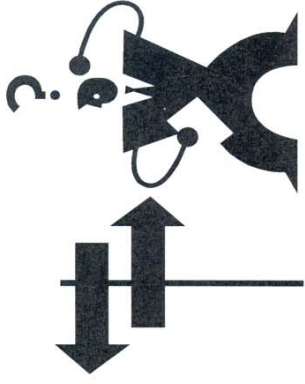
1-800-522-0066

www.health2k.state.nv.us/BEIS/

Porque llamar al Proyecto de Asistencia?

El Proyecto de Asistencia es para todos aquellos que quieran información acerca de organizaciones, programas, o agencias que proveen servicios y apoyo para niños y adultos jóvenes con incapacidades hasta los 21 años, y para sus familias. Algunos de los servicios disponibles:

- Grupos de apoyo para las familias
- Descanso para la persona que cuida de los enfermos
- Revisión médica, diagnóstico, y Evaluaciones
- Programas de intervención Temprana
- Terapias
- Entrenamiento vocacional
- Organizaciones de abogacía
- Planificación de vida, servicio legal y financiera
- Consejería o servicio psicológico
- Servicios de educación, salud y servicios sociales



Cómo puede ayudar el Proyecto de Asistencia?

El Proyecto de Asistencia puede ayudarle a encontrar la información o recursos que pueda necesitar en su área a través de una lista computarizada de programas, agencias u organizaciones. Esta base de datos está continuamente revisada.

El personal del Proyecto de Asistencia le ayudará a aclarar la información necesaria a través de una entrevista por teléfono. Después se conducirá una búsqueda por medio de la computadora para encontrar programas y agencias las cuales le pueden ayudar.

Si el programa que busca no está nombrado con el Proyecto de Asistencia, favor de llamar para información sobre el programa.

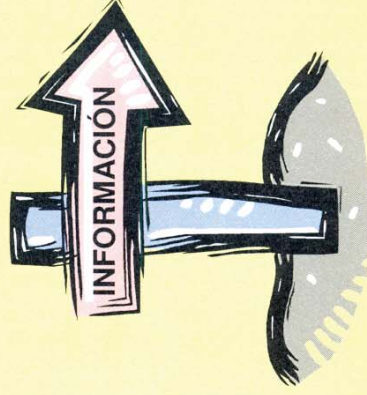
Qué Pasa Después?

Una lista de recursos disponibles será enviada en el correo. Usted decide a cuales servicios debe contactar. El personal del Proyecto de Asistencia no lo contactará otra vez, a menos que usted les pida hacerlo.

Entonces como nos contacta?

Llame gratis al

1-800-522-0066



La inclusión de la información de proveedores en el Proyecto de Asistencia no es y no deberá ser interpretada como una aprobación de los proveedores del Estado de Nevada.



How do you fill up your children's flower basket?

MIND in the Making

INHIBITORY CONTROL

	EXACTLY LIKE YOU	VERY MUCH LIKE YOU	SOMEWHAT LIKE YOU	NOT TOO MUCH LIKE YOU	NOT AT ALL LIKE YOU	YOUR TOTAL SCORE
1. If I'm in a noisy room, I can still pay attention to the person I'm talking to.	5	4	3	2	1	
2. I have trouble screening out things that are going on around me.	1	2	3	4	5	
3. When I'm interrupted by someone who needs me — at work or at home — I can switch gears and pay attention.	5	4	3	2	1	
4. I tend to blurt out what I'm thinking even if it might hurt someone else.	1	2	3	4	5	
5. If others are having dessert, I usually have one too, even when I want to lose weight.	1	2	3	4	5	
6. I stick to what I need to do even when I'm not successful right away and I want to give up.	5	4	3	2	1	
OVERALL SCORE						

Circle the number that describes how well the statement describes you. Add up your scores in the far right-hand column. If your overall score is between 30 and 22, then you rate highly on inhibitory control. If your score is between 21 and 13, then you are in the middle category. If your score is 12 or below, that means you could work on this skill.

Activity: Supporting Approaches to Learning Skills



Curiosity & eagerness to learn	Initiative, engagement & persistence	Invention & imagination	Reasoning & problem-solving	Self-direction/ Self-regulation

Section 5:

Evaluation





Planting the Seeds of Learning: Supporting the Development of Preschoolers

Pre-survey

1. Please write down your favorite color and the last four digits of your home phone number. You will need to put the same color and number on the survey at the end of the training.

Last four digits of phone number

Favorite color

2. Please write the name of the city where the training is being held. _____
3. Please write the name of your instructor(s). _____
4. How long have you been caring for children professionally? _____ years
If less than a year, how many months? _____
5. We need to document how many children may benefit from this program. Please write the average number of children that are directly under your supervision. _____
6. Which age group do you care for most of the time? (Circle only one letter.)
a. Infants and/or toddlers (newborn to 2 years)
b. Preschoolers (3 to 5 years)
c. School-age youth (6 to 10 years)
d. Mixed age group, please specify: _____
7. Which best describes your current position: (Circle only one letter.)
a. Family or group home care provider
b. Lead/head teacher in a child care center
c. Assistant teacher in a child care center
d. Director or administrator
e. Assistant director
f. Other (Please list.) _____
8. On a scale of 0 to 10, how much knowledge do you have about preschool child development?
- | | | | | | | | | | | | |
|--------------|---|---|---|---|---|---|---|---|---|----|--------------------|
| No knowledge | | | | | | | | | | | A lot of knowledge |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
9. On a scale of 0 to 10, how much knowledge do you have about approaches to learning?
- | | | | | | | | | | | | |
|--------------|---|---|---|---|---|---|---|---|---|----|--------------------|
| No knowledge | | | | | | | | | | | A lot of knowledge |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
10. Name one agency where you would refer parents if you had concerns about their child's development.
11. Name a website where you can get reliable information about child development.
12. There are areas of child development called developmental domains. These domains help us to understand how a child is growing and can help us to identify developmental delays. Name three developmental areas.

PLEASE TURN OVER TO CONTINUE

13. Circle True, False or Do Not Know for each of the following statements:

A	True	False	Do Not Know	Screening each child in a licensed facility or home is a licensing requirement.
B	True	False	Do Not Know	When children retell a story, they are strengthening their brain and memory.
C	True	False	Do Not Know	Screening should be used only to identify possible delays so that you can make a referral for evaluation.
D	True	False	Do Not Know	Engaging in play can help a child develop learning skills.
E	True	False	Do Not Know	A "red flag" means a child needs to receive special education services.
F	True	False	Do Not Know	Relationships with teachers and other children in the program impacts a child's learning.
G	True	False	Do Not Know	An example of an approach to learning is reaching developmental milestones.

14. You've noticed that the language skills of a child in your program have changed. In the past, he spoke in long sentences and recently started speaking in two-word phrases. What are three things you could do?

- a.
- b.
- c.

15. Read the following scenario. Casey Anne is 4 years old. She pours and uses scissors with supervision. She enjoys doing new things. She doesn't follow three-part directions and her speech is difficult to understand. She draws a person with two to four body parts and has started to copy some uppercase letters. She runs easily, hops on one foot and enjoys physical activities.

- a. Underline what is typical development for a 4-year-old child.
- b. Circle any behavior or skill that might be a "red flag."
- c. List two things you can do to help Casey Ann practice her skills.
 - 1.
 - 2.

16. "Approaches to Learning" is a term that refers to the attitudes and skills used to learn. Children with strong learning skills are better able to take advantage of educational opportunities.

- a. Have you heard of the "Approaches to Learn" term or concept before? ____ Yes ____ No
- b. Give an example of how you can help a child develop learning skills.

17. What future training classes would be of interest to you? (Please circle Yes or No for each.)

- a. Yes No Advanced Child Guidance
- b. Yes No Learning Curriculum Involving Nature
- c. Yes No Observation and Assessment
- d. Yes No Parent Involvement and Parent Relationships
- e. Yes No Nutrition: Getting Kids Off to a Healthy Start
- f. Yes No Science Activities for Young Children
- g. Other ideas: _____

THANK YOU!

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Planting the Seeds of Learning: Supporting the Development of Preschoolers

Pre-survey ANSWER KEY

1. Please write down your favorite color and the last four digits of your home phone number. You will need to put the same color and number on the survey at the end of the training.

Last four digits of phone number

Favorite color

2. Please write the name of the city where the training is being held. _____
3. Please write the name of your instructor(s). _____
4. How long have you been caring for children professionally? _____ years
If less than a year, how many months? _____
5. We need to document how many children may benefit from this program. Please write the average number of children that are directly under your supervision. _____
6. Which age group do you care for most of the time? (Circle only one letter.)
- a. Infants and/or toddlers (newborn to 2 years)
 - b. Preschoolers (3 to 5 years)
 - c. School age youth (6 to 10 years)
 - d. Mixed age group, please specify: _____
7. Which best describes your current position: (Circle only one letter.)
- a. Family or group home care provider
 - b. Lead/head teacher in a child care center
 - c. Assistant teacher in a child care center
 - d. Director or administrator
 - e. Assistant director
 - f. Other (Please list.) _____

8. On a scale of 0 to 10, how much knowledge do you have about preschool child development?

No knowledge
0

1

2

3

4

5

6

7

8

9

A lot of knowledge
10

9. On a scale of 0 to 10, how much knowledge do you have about approaches to learning?

No knowledge
0

1

2

3

4

5

6

7

8

9

A lot of knowledge
10

10. Name one agency where you would refer parents if you had concerns about their child's development.

Project ASSIST, Child Find, Nevada Early Intervention Services

11. Name a website where you can get reliable information about child development.

CYFERnet, Center for Disease Control, Just In Time Parenting, Nevada 211

12. There are areas of child development called developmental domains. These domains help us to understand how a child is growing and can help us to identify developmental delays. Name three developmental areas.

Physical, emotional, social, cognitive, motor, language, self-help

PLEASE TURN OVER TO CONTINUE

13. Circle True, False or Do Not Know for each of the following statements:

A	<u>True</u>	False	Do Not Know	Screening each child in a licensed facility or home is a licensing requirement.
B	<u>True</u>	False	Do Not Know	When children retell a story, they are strengthening their brain and memory.
C	True	<u>False</u>	Do Not Know	Screening should be used only to identify possible delays so that you can make a referral for evaluation.
D	<u>True</u>	False	Do Not Know	Engaging in play can help a child develop learning skills.
E	True	<u>False</u>	Do Not Know	A "red flag" means a child needs to receive special education services.
F	<u>True</u>	False	Do Not Know	Relationships with teachers and other children in the program impacts a child's learning.
G	True	<u>False</u>	Do Not Know	An example of an approach to learning is reaching developmental milestones.

14. You've noticed that the language skills of a child in your program have changed. In the past, he spoke in long sentences and recently started speaking in two-word phrases. What are three things you could do?

- Talk with his family to see if there are any changes at home.**
- Encourage him to talk by asking questions about what he is doing.**
- Talk with other staff to see if they have noticed the change.**
- Make a referral.**
- Do a screening to see if his development is "on target."**

15. Read the following scenario. Casey Anne is 4 years old. She pours and uses scissors with supervision. She enjoys doing new things. The following sentence should be circled: She doesn't follow three-part directions and her speech is difficult to understand. She draws a person with two to four body parts and has started to copy some uppercase letters. She runs easily, hops on one foot and enjoys physical activities.

- Underline what is typical development for a 4-year-old child.
- Circle any behavior or skill that might be a "red flag."
- List two things you can do to help Casey Ann practice her skills.
 - Give Casey Anne three very simple, related fun tasks to do.**
 - Read with Casey Anne.**
 - Talk with other teachers to learn if they have difficulty understanding her.**
 - Find out what language is spoken at home. Perhaps English is a second language for her.**
 - Make a referral for evaluation.**

16. "Approaches to Learning" is a term that refers to the attitudes and skills used to learn. Children with good learning skills are better able to take advantage of educational opportunities.

- Have you heard of the "Approaches to Learn" term or concept before? ____ Yes ____ No
- Give an example of how you can help a child develop learning skills.

Giving choices; helping children finish what they start; nurturing creativity; not rushing activities; providing encouragement; giving opportunities to play; engaging with children while they play; asking children questions; providing opportunities for creativity; exploration, experimentation, problem solving and reasoning; using imagination; being inventive . . .

17. What future training classes would be of interest to you? (Please circle Yes or No for each.)

- Yes No Advanced Child Guidance
- Yes No Learning Curriculum Involving Nature
- Yes No Observation and Assessment
- Yes No Parent Involvement and Parent Relationships
- Yes No Nutrition: Getting Kids Off to a Healthy Start
- Yes No Science Activities for Young Children
- Other ideas: _____

THANK YOU!

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Planting the Seeds of Learning: Supporting the Development of Preschoolers

Post-survey

1. Please write down your favorite color and the last four digits of your home phone number.

Last four digits of phone number

Favorite color

2. What is the most helpful thing that you learned at today's training? _____
- _____

3. Overall, today's training was: (Circle the number that best fits your feelings.)

Not helpful

1

2

3

4

Very helpful

5

4. Overall, this instructor was: (Circle the number that best fits your feelings.)

Not helpful

1

2

3

4

Very helpful

5

5. Please list one thing that you will do tomorrow based on what you learned at today's training.
- _____

6. Please list one thing that you will do next week based on what you learned at today's training.
- _____

7. On a scale of 0 to 10, how much knowledge do you have about preschool child development?

No knowledge

0

1

2

3

4

5

6

7

8

9

10

A lot of knowledge

8. On a scale of 0 to 10, how much knowledge do you have about approaches to learning?

No knowledge

0

1

2

3

4

5

6

7

8

9

10

A lot of knowledge

9. Name one agency where you would refer parents if you had concerns about their child's development.

10. Name a website where you can get reliable information about preschooler development.

11. There are areas of child development called developmental domains. These domains help us to understand how a child is growing and can help us to identify developmental delays. Name three developmental areas.

PLEASE TURN OVER TO CONTINUE

12. Circle True, False or Do Not Know for each of the following statements:

A	True	False	Do Not Know	Screening each child in a licensed facility or home is a licensing requirement.
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- a.
- b.
- c.

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- b. Give an example of how you can help a child develop learning skills.

16. What future training classes would be of interest to you? (Please circle Yes or No for each.)

- a. Yes No Apprenticeship program
- b. Yes No CDA classes
- c. Yes No Community college classes
- d. Yes No Conferences - national, state or local conferences (e.g., Nevada Association for the Education of Young Children, National Association for the Education of Young Children)
- e. Yes No Online classes, web-based training or self-study courses
- f. Yes No Self-study modules that you check out of the library, like Caring 4 Kids
- g. Yes No Training offered by Cooperative Extension, Children's Cabinet, Nevada Association for the Education of Young Children or others
- h. Yes No University classes
- i. Other (Please write in.): _____

THANK YOU!

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4. Overall, this instructor was: (Circle the number that best fits your feelings.)

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- _____

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- _____

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Project ASSIST, Child Find, Nevada Early Intervention Services

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11. There are areas of child development called developmental domains. These domains help us to understand how a child is growing and can help us to identify developmental delays. Name three developmental areas.

Physical, emotional, social, cognitive, motor, language, self-help

PLEASE TURN OVER TO CONTINUE

12. Circle True, False or Do Not Know for each of the following statements:

A	<u>True</u>	False	Do Not Know	Screening each child in a licensed facility or home is a licensing requirement.
B	<u>True</u>	False	Do Not Know	When children retell a story, they are strengthening their brain and memory.
C	True	<u>False</u>	Do Not Know	Screening should be used only to identify possible delays so that you can make a referral for evaluation.
D	<u>True</u>	False	Do Not Know	Engaging in play can help a child develop learning skills.
E	True	<u>False</u>	Do Not Know	A “red flag” means a child needs to receive special education services.
F	<u>True</u>	False	Do Not Know	Relationships with teachers and other children in the program impacts a child’s learning.
G	True	<u>False</u>	Do Not Know	An example of an approach to learning is reaching developmental milestones.

13. You’ve noticed that the language skills of a child in your program have changed. In the past, he spoke in long sentences and recently started speaking in two-word phrases. What are three things you could do?

- Talk with his family to see if there are any changes at home.**
- Encourage him to talk by asking questions about what he is doing.**
- Talk with other staff to see if they have noticed the change.**
- Make a referral.**
- Do a screening to see if his development is “on target.”**

14. Read the following scenario. Casey Anne is 4 years old. She pours and uses scissors with supervision. She enjoys doing new things. The following sentence should be circled: She doesn’t follow three-part directions and her speech is difficult to understand. She draws a person with two to four body parts and has started to copy some upper-case letters. She runs easily, hops on one foot and enjoys physical activities.

- Underline what is typical development for a 4-year-old child.
- Circle any behavior or skill that might be a “red flag.”
- List two things you can do to help Casey Ann practice her skills.
 - Give Casey Anne three very simple, related fun tasks to do.**
 - Read with Casey Anne.**
 - Talk with other teachers to learn if they have difficulty understanding her.**
 - Find out what language is spoken at home. Perhaps English is a second language for her**
 - Make a referral for evaluation.**

15. “Approaches to Learning” is a term that refers to the attitudes and skills used to learn. Children with good learning skills are better able to take advantage of educational opportunities.

- Have you heard of the “Approaches to Learn” term or concept before? ____Yes ____No
- Give an example of how you can help a child develop learning skills.

Giving choices; helping children finish what they start; nurturing creativity; not rushing activities; providing encouragement; giving opportunities to play; engaging with children while they play; asking children questions; providing opportunities for creativity, exploration, experimentation, problem solving and reasoning; using imagination; being inventive . . .

16. What future training classes would be of interest to you? (Please circle Yes or No for each.)

- Yes No Apprenticeship program
- Yes No CDA classes
- Yes No Community college classes
- Yes No Conferences - national, state or local conferences (e.g., Nevada Association for the Education of Young Children, National Association for the Education of Young Children)
- Yes No Online classes, web-based training or self-study courses
- Yes No Self-study modules that you check out of the library, like Caring 4 Kids
- Yes No Training offered by Cooperative Extension, Children’s Cabinet, Nevada Association for the Education of Young Children or others
- Yes No University classes
- Other (Please write in.): _____

THANK YOU!



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Planting the Seeds of Learning: Supporting the Development of Preschoolers

“Red Flag” Scenarios Activity

ANSWER KEY

(Highlighted items are “red flags.”)

Directions: Read each scenario. Underline the skills that would be considered typical development for a child this age and circle any missing skills that could be considered “red flags” for a child this age. Finally, discuss what experiences you could offer a child in order to give the child an opportunity to learn the missing skills.

Ellie 3 years old:

Ellie is 3 years old. She plays make-believe with dolls, animals and people. **Ellie frequently falls when walking and has not yet mastered walking upstairs independently.** She makes requests using four-to five-word sentences.

Robert 3 years old:

Robert is 3 years old. He shows affection for friends and separates easily from Mom and Dad. He runs and pedals a tricycle. **Robert used to speak in long sentences, but a few months ago he started using only single word sentences.**

Ethan 4 years old:

Ethan is 4 years old. **He is not interested in other children and usually plays by himself in a corner of the classroom.** He sings songs or says poems from memory. He has a difficult time using scissors. He does not name any colors or numbers.

Casey Anne 4 years old:

Casey Anne is 4 years old. She pours and cuts with supervision. She enjoys doing new things. **She doesn't follow three-part directions, and her speech is difficult to understand.** She draws a person with two to four body parts, and has started to copy some capital letters.

Christopher 5 years old:

Christopher is 5 years old. He speaks very clearly. He climbs and swings with ease. He can print some letters and numbers. He counts up to 10 and names four colors. **He shows a limited range of emotions and frequently seems sad and unhappy.**

Kimberly - 5 years old:

Kimberly is 5 years old. She is aware of her gender and likes to sing, dance and act. **She is aggressive with the other children and hits and kicks when she does not get what she wants.** She can copy a triangle and other geometric shapes and draw a person with at least six body parts.

Section 6:

Additional Materials





Planting the Seeds of Learning: Supporting the Development of Preschoolers

Directions for Recognition to Referral Flower Activity

(Slide 31)

Preparation:

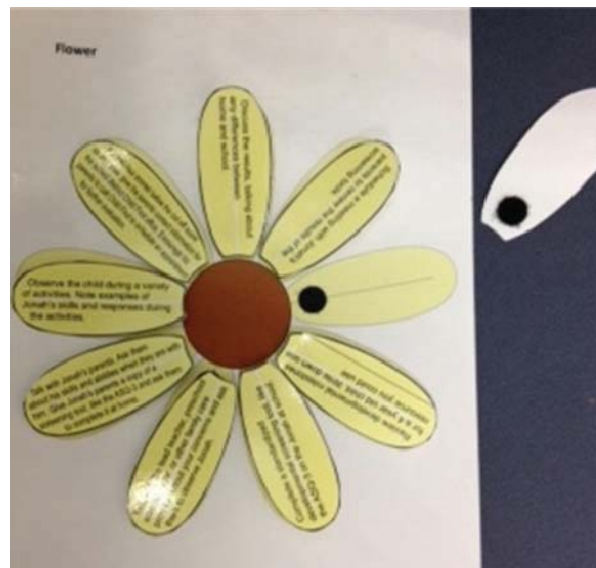
Print flower pattern on cardstock; laminate and place Velcro on the center of each petal.

Print petal patterns on cardstock; laminate, cut out and place Velcro on the back, centering to match the Velcro placement on the flower pattern.

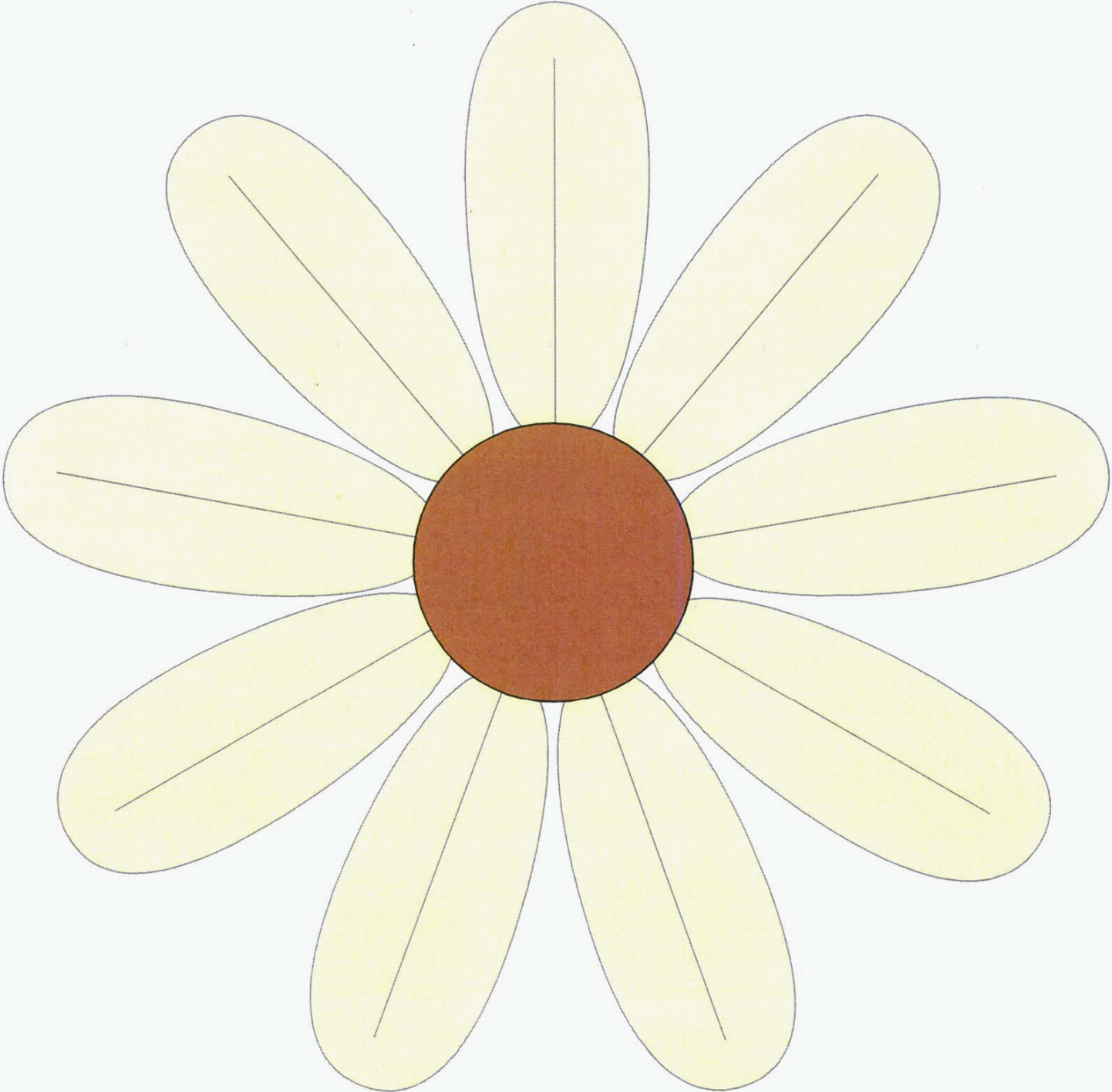
Activity instructions:

Give each group a scenario sheet and direct the groups to read the scenario assigned. Each group will receive a set of petals with the steps they could take after recognizing that a child is developing differently and before making a referral. The group will discuss each of the steps and put them in order to create a flower. Place the first step at the 12 o'clock position on the flower. The groups will have five to seven minutes to complete the task.

For Recognition to Referral Activity Answer Key, see Page 6.5.



Flower



Recognition to Referral Activity

Cut-out Petals

Review developmental milestones for a 4-year-old child. Write down one resource you could use.

Talk with Jonah's parents. Ask them about his skills and abilities when they are with him. Give Jonah's parents a copy of a screening tool, such as the ASQ-3 and ask them to complete it at home.

Score both copies of the developmental screening tool (teacher and parent).

Discuss the results, talking about any differences between home and school.

Observe the child during a variety of activities. Note examples of Jonah's skills and responses during the activities.

Talk with the lead teacher, preschool administrator or other family care provider about your concerns and ask them to observe Jonah.

Complete a standardized developmental screening tool, such as the ASQ-3, on Jonah at school.

Schedule a meeting with Jonah's parents to review the results of the screening tools.

If Jonah has scored below the cut-off score on any area, give his parents contact information for the school district Child Find office. Encourage his parents to call Child Find to schedule an appointment for further evaluation.



Planting the Seeds of Learning: Supporting the Development of Preschoolers

Recognition to Referral Activity Scenarios

Directions:

Read the assigned scenario below. Each group will receive petals with the steps you could take after recognizing that a child is developing differently and before making a referral. Discuss each of the steps with the group and put them in order to create a flower. Place the first step at the 12 o'clock position on the flower. You will have five to seven minutes to complete your task.

Scenario 1:

Jonah is a 4-year-old child in your program. You are concerned about his speech and language skills. He has a limited vocabulary and has difficulty naming items in a category (e.g., animals); and answering simple questions, and is still not using word endings (e.g., “s,” “ed” or “ing”).

Scenario 2:

Jonah is a 4-year-old child in your classroom who sits by himself when the other children play outside. You are concerned because Jonah cannot climb the ladder to the slide, often trips and falls when he is running, and still is not able to throw or catch a ball with the other children.



Planting the Seeds of Learning: Supporting the Development of Preschoolers

Recognition to Referral Activity

ANSWER KEY

1. Review developmental milestones for a 4-year-old child. Write down one resource you could use.
2. Observe the child during a variety of activities. Note examples of Jonah's skills and responses during the activities.
3. Talk with the lead teacher, preschool administrator or other family care provider about your concerns and ask them to observe Jonah.
4. Talk with Jonah's parents. Ask them about his skills and abilities when they are with him. Give Jonah's parents a copy of a screening tool, such as the ASQ-3, and ask them to complete it at home.
5. Complete a standardized developmental screening tool, such as the ASQ-3, on Jonah at school.
6. Score both copies of the developmental screening tool (teacher and parent).
7. Schedule a meeting with Jonah's parents to review the results of the screening tools.
8. Discuss the results, talking about any differences between home and school.
9. If Jonah has scored below the cut-off score on any area, give his parents contact information for the school district Child Find office. Encourage his parents to call Child Find to schedule an appointment for further evaluation.



Planting the Seeds of Learning: Supporting the Development of Preschoolers

Approaches to Learning Activity

Directions:

The activities and supplies provided were designed with intentional teaching in mind. These activities are for adults, but we made specific decisions about materials and instructions to purposefully highlight some important points. For example, the scarves are intentionally too short to demonstrate how we might not offer the appropriate supplies for children. We deliberately made it more difficult. We want to illustrate how important it is to consider details.

Create five different activities for the approaches to learning: social, physical, logico-mathematical dispositions. Think about how you learn. Someone from each group will be asked to share the different ways that their group members approached the task.

1. Scarf tying: Written instructions on one side and pictures of scarf ties on the other side.
2. Legos: Picture of completed Lego construction; all pieces available to complete structure.
3. Simple puzzles: Two different puzzles mixed together with some missing pieces (100-piece puzzle or less).
4. Insurance handbooks: Select an insurance plan for a family of four based on their pre-existing conditions.
5. Assemble/disassemble: Something participants can take apart and put back together, such as a small heater or a toaster.

Instructions to participants

The activities are designed for adults:

1. Scarf tying: We have instructions for different ties that you can do with scarves. There are written instructions on one side and pictures of some possible ties on the other.
2. Legos: Here we have a picture of a Lego construction. We have all of the pieces needed to rebuild this Lego construction. Please work to recreate the Lego construction you see in the picture.
3. Puzzles: We have two different puzzles, and the pieces are mixed together. Please work to complete one or both puzzles.
4. In this activity, we have the documentation for selecting an insurance plan. Please read the description of the family's pre-existing conditions. Please select what you think would be the best insurance plan for this family of four.
5. In this activity, we have an (item). Please use the screwdriver to take apart the (item) and then put it back together again.

You will have about five to seven minutes to work on your activity. We would like one person in the group to observe what's happening, document their observations, and report back to the rest of the group on what they documented.





Planting the Seeds of Learning: Supporting the Development of Preschoolers

Activities - Examples of Materials to Use

Activity 1 - Scarf tying



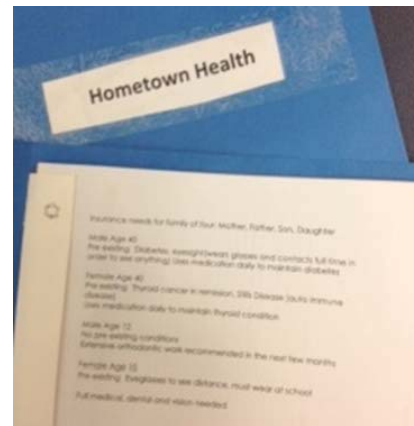
Activity 2 - Legos



Activity 3 - Puzzles



Activity 4 - Insurance



Activity 5 - Assemble/disassemble





Planting the Seeds of Learning: Supporting the Development of Preschoolers

Approaches to Learning - Insurance Quotes

Insurance needs for family of four: mother, father, son and daughter

Male age 40

Pre-existing diabetes, eyesight (wears glasses and contacts full-time in order to see anything). Uses medication daily to maintain diabetes.

Female age 40

Pre-existing thyroid cancer in remission, Still's disease (autoimmune disease). Uses medication daily to maintain thyroid condition.

Male age 12

No pre-existing conditions.

Extensive orthodontic work recommended in the next few months.

Female age 10

Pre-existing condition. Eyeglasses to see distance, must wear at school. Full medical, dental and vision needed.



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Scarf Tying Examples



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Following are three knot techniques to help you achieve a one-of-a-kind look.

- **The Josephine Knot:** The Josephine knot looks much like a pretzel. It is a rather large knot, so it is only useful to know how to tie a scarf using this technique if your material is lightweight and the scarf is rather narrow. Silks, satins and rayon blends work beautifully. Place the scarf around your neck, leaving the ends hanging loose and with the ends even. With the right palm facing out, grab the left tail of the scarf and roll your hand upward and toward your body to create a loop where the loose end section is in the back. Grasp where the scarf crosses itself with your left hand, and take the right side of the scarf in front of the loop but behind the loose tail. Bring the tail above the loop and feed it up over itself and back under the loop and pull. You can leave the knot as loose or as tight as you like. You can also adjust the knot to hang at different lengths. You can even choose to keep the knot tied and simply pull the scarf over your head, so you can quickly put it on again later.
- **Lark's Head Knot:** The lark's head knot is extremely simple and elegant. It is great to know how to tie a scarf in this fashion, as it lends itself well to most any material. Place the scarf around your neck, leaving the left end about one-third longer. Create a large bend in the center of the left tail. Fold the loop created from the bend in half toward your outside, which will create two smaller loops. Take the right loose tail and feed it through the loops. You will go behind the first piece, under the second and third, and behind the last. Again, this knot can be tied tightly or left loose. To move the height of the knot, you simply slide it up and down, holding the right side taut.
- **The Bowline Knot:** The bowline knot is the perfect way to tie a scarf if you want a decorative knot at your neck with one tail over your shoulder. Place the scarf around your neck with the ends even. With the right palm facing out, grab the left tail of the scarf and roll your hand upward and toward your body to create a loop where the loose end section is in back. Feed the right tail of the scarf through the loop from the front, and then continue behind the left tail. Feed through the loop making sure to stay behind the left tail. Tighten to your comfort level and toss the right end over your shoulder. You can also use this knot without tightening the scarf snug around your neck. Consider leaving the neck opening large, and play with draping the scarf and the placement of the knot.

Many knots used in other applications, such as sailing, can be modified for scarves. If you see a pretty knot somewhere, do a little research and learn how to tie a scarf to recreate the same look.

Approaches to Learning Activity

- What did the participants do?
- What were some of the conversations during the activity?
- If any problems arose, what were the problems? How were they resolved?
- What stood out to you about the activity?
- Why is this important?
- How does this relate to your work with children?



Approaches to Learning Activity

- What did the participants do?
- What were some of the conversations during the activity?
- If any problems arose, what were the problems? How were they resolved?
- What stood out to you about the activity?
- Why is this important?
- How does this relate to your work with children?





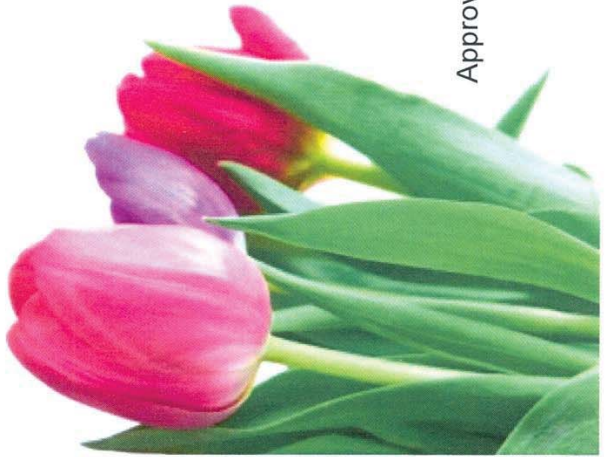
Certificate of Completion

This is to certify that:



Has successfully completed a course titled:

Planting the Seeds of Learning: Supporting the Development of Preschoolers (Ages & Stages II)



Date

Presented by:

Approved by The Nevada Registry for _____ child care training hours.
Approval Code: _____

Core Knowledge Area:
Human Growth and Development