

Play Hard , Play Fair!!!

Righting the Wrong in Early Childhood Education and Care

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Play Hard , Play Fair!!!

Righting the Wrong in Early Childhood Education and Care

Objectives



1. Take a closer look at NC Early Education and Care
2. Explore how are NC children are being impacted by the decline of play?
3. Reintegrate the importance of the role of the Early Childhood Education professional in young children's play, learning and development .
4. Foster family engagement and involvement in Physical Development
5. How promote community partnerships around Play.

OMG THAT'S ME!



BE ACTIVE KIDS®



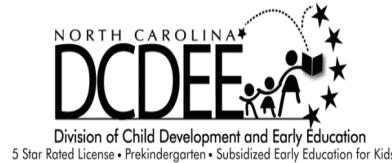
**OLD
SCHOOL
ROCKS!**

Professional Organizations

BE ACTIVE KIDS®



NBCDI
National Black Child Development Institute



Military Child Education Coalition
...for the sake of the child.



Parents as Teachers



PLAY is



- (1) Play is **self-chosen** and **self-directed**;
- (2) Play is activity in which means are **more valued than ends**;
- (3) Play has **structure, or rules**, which are not dictated by physical necessity but emanate from the minds of the players;
- (4) Play is **imaginative, non-literal**, mentally removed in some way from **“real”** or **“serious”** life; and
- (5) Play involves an **active, alert**, but **non-stressed** frame of mind.

“engage in activity for enjoyment and recreation rather than a serious or practical purpose.”

My Work is
my game.
A Very
serious game.

— M. C. Escher



- characteristics of play all have to do with motivation and mental attitude, not with the overt form of the behavior
- ranging anywhere from **0% up to 100% percent play**.

Basic Functions of Play

- To imitate adults
- To play out real life roles in a intense way
- To reflect relationships and experiences
- To express pressing needs
- To release social unacceptable impulses
- To reverse roles usually taken
- To work out problems or experiment with solutions



play is...

- Serious and extraordinary
- Aides growth
- Voluntary
- Freedom from Adults
- Masterful in a imaginary world
- Full of adventure
- Language builder
- Survival of human
- Foster intrapersonal and interpersonal skills
- Foundation for interest and concentration
- Safe way of transitioning into adult roles
- Induce mean of learning
- Refines a child's judgment
- Able to integrate into curriculum



Research and Evidence of it all.....

“Children’s ability to form positive relationships with adults is important to their social development and academic success.”

High quality social interactions benefit all children, regardless of family or economic background, and they are associated with the positive development of literacy and other academic skills.”



Research and Evidence of it all.....



“Children who engage in high levels of sociodramatic play in preschool performed better in later school years than peers who preschool play was less mature.”

Smilansky and Shefatya, Kim, 1999



Feeling good about ourselves is essential
in being able to love others. –Fred Rogers



Research and Evidence of it all.....

Children tend to develop stronger self-regulation skills when they are in adult-supported, rather than adult-directed, play situations. Supporting, rather than directing, their behavior gives children the best chance to develop their own regulatory skills (Berk, Mann & Ogan, 2006).



Research and Evidence of it all.....

Play also is associated with children's positive social skills and approaches to learning. Researchers Fantuzzo and McWayne found that the peer-play competence of preschoolers was associated with their motivation to learn, task persistence, autonomy, and pro-social behavior (Fantuzzo & McWayne, 2002).



Research and Evidence of it all.....

Closing the kindergarten readiness gap is essential not only for addressing education and achievement gaps but for addressing interconnected health gaps, social and economic gaps, and justice system gaps.

-- Charles Bruner (and Iowa African Americans and Prisons report



According to Mr. Rogers

Play is often talked about
as if it were a relief from
serious learning.

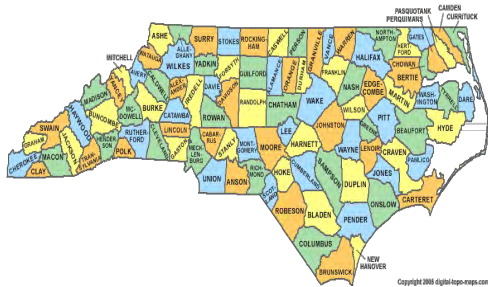
But for children, play is
serious learning.

Play is really the work of
childhood!



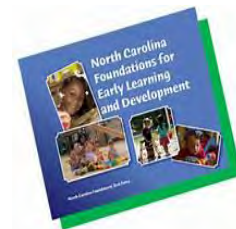
Play Hard , Play Fair!!!

BE ACTIVE KIDS[®] Foundations



	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

The Developmental Readiness of Infant -Toddler & Preschool Domains



Approaches to Learning	Social and Emotional Development	Language and Literacy	Cognition	Perceptual Motor and Physical Development
<p>"..ways in which children learn. These include children's "openness and curiosity to tasks and challenges, task persistence, imagination, attentiveness, and cognitive learning style (e.g., how children process information)."</p>	<p>child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen and others 2005).</p>	<p>".. abilities in listening and understanding (receptive language) and in using language (expressive language). "</p>	<p>"Cognitive development includes reasoning, memory, problem-solving, and thinking skills that help young children understand and organize their world."</p>	<p>Perceptual Motor use of their senses to gather and understand information and respond to the world around them. Gross motor skills refer to moving the whole body and using larger muscles of the body, such as those in the arms and leg. Fine motor skills refer to using the small muscles found in individual body parts, especially those in the hands and feet.</p>

The Play Process

Type of Play	Definition	Ages and Stages	Childhood Examples	Adulthood Examples
Play with Adults	Play interactions with parent, primary care provider or another adult	Pre-birth to 14 months	Peek –a-boo Reading an book	Walking on the beach Rocking in the rockers Sex
Solitary Play	Plays interaction is with self or toys without other children or adults	12 months – 22 months	Stacking block and knocking them down.	Computer games Texting Crossword Puzles Coloring Books Reading
Parallel Play	Play interactions are side by side peers with similar toys, materials or activities yet not engaged in responsive interactions with peers	20 months- 38 months	One child is rocking his baby and another child is feeding her babies.	Sales rack divas Bookstore Browsers
Associative Play	Play interactions may include similar toys and materials in clearly defined area yet play constructions has no to minimum conscious play connections.	30 months – 40 months	Play dough and cutters at the art table and each of the 3 children busily working with minimum to no interaction	Nail spa visitors I-40 traffic Starbuck
Cooperative Play	Play interactions involve interactions, roles, rules and expectations, themes and communal connection	36 months – 72 months	Four children playing McDonald’s – “ ..Her cook the fries..him make the burgers.. you do the windows and her get the money.	Board games Basketball game Chick-fila Staff Staff Meetings

Ooooooh, Shift of Play!

How do I promote and Preserve the **Social-Emotional PLAY** while applying the other developmental perspectives of play?



Exploratory Play/Functional Play-

Discover, What if... Cause and effect.. Messy and Sensory

Constructive Play

Object and materials , Symbolic Play AND Pretend play

Dramatic Play-

Involves objects, actions and imaginary –Helps make the connection between reality and fantasy.

Cognitive Play- STEAM Play- measuring, logical classification, balance, spatial concepts



The Theory of Play

-according to Tim McGraw

“ I like it!
I love it!
I want some
more of it!! ”

Why aren't children going outside?



- Safety concerns
 - Crime
 - Traffic
 - Rules, regulations, sanitation
 - Air quality – ozone days
 - Sun safety
- Current conditions
 - Lack of high quality outdoor environments
 - Over-emphasis on academics

Eight-in-ten (81%) parents with children younger than 6 say that their young children watch videos or play games on an electronic device on a daily basis. Roughly a third (32%) of these parents say their kids spend too much time on these activities; 65% say the amount of time is about right.

What are the consequences?

- Decline in **physical fitness**
- Rising childhood **obesity rates**, juvenile diabetes
- Increase in **attention issues**
- More allergies, asthma, **respiratory illness**
- Children not learning to care for/appreciate the **environment**



Play Statistics

- Free play and discretionary time has declined more than 9 hours a week over the last 25 years.
- A new Nielson Company Report indicates that children ages 2-5 years old spend more than 32 hours a week on average in front of a TV Screen.
- According to the Keiser Family Foundation(2010), the amount of screen time only increases with ages, with school-aged children spending 7.5 hours a day on electronic media.



Outdoor Play and Kid Health



Time spent outdoor is also the best way to get vitamin D. According to the journal *Pediatrics*, **70% of American kids are not getting enough vitamin D**, which can lead to a host of health issues.

Time spent outdoors is also shown to **reduce myopia (near sightedness)** in children (*Optometry and Vision Science*, 2008).

Children need 1 hour per day of vigorous activity. (U.S. Surgeon General)

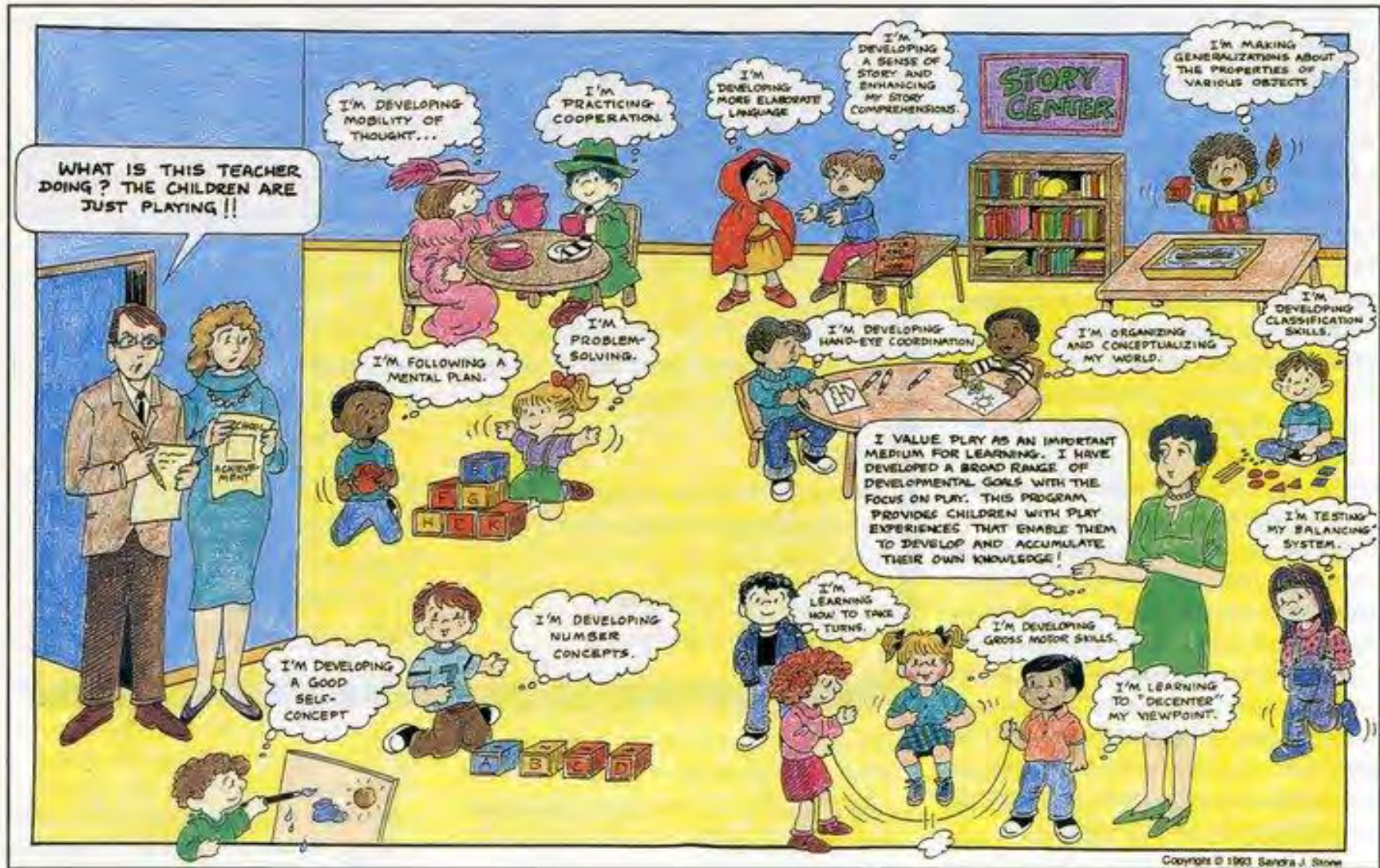


Children spend more of their awake hours in arrangements out of the context of home.

But...

More than half of parents (54%) said that they had little or no time to spend engaged in physical activity with their children, but wish they had more time.

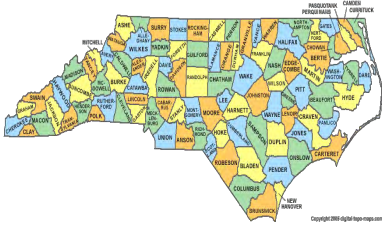
Experience creates *Expectation* which alters *Perception* Play is How Children Make Sense of the World!



Attitude Skills Knowledge

- 75% of individuals 17-24 don't meet the basic military entry exam
- 80-90 million unemployed. ½ do not possess acceptable “soft skills” for a job!
- 55% of Pre-K children do not enter Big K with reading/literacy proficiencies
- 70% of NC primary grade are not reading at reading proficiencies.





Five of the six world leaders in ag biotech have operations in NC

BASF Plant Science, Bayer Crop Science, DuPont Pioneer, Monsanto and Syngenta.

- Three have their global or North American headquarters located here - BASF Plant Science, Bayer Crop Science, and Syngenta
- Every \$1 invested in ag-related grants yields \$64 in additional funding, and every \$1 invested in ag-related loans yields \$293 in additional funding.

ncbiotech.org



Arts and Entertainment

- 6.1 million American jobs
 - \$646 billion in outdoor recreation spending each year –
 - \$39.9 billion in federal tax revenue
 - \$39.7 billion in state/local tax revenue
- US Bureau of Labor Statistics project 8,654,000 STEAM jobs by 2018



- NC is projected to have 229,000 STEAM jobs by 2018

The Economic Playbook

- \$14.1 billion, according to the National Retail Federation's annual Super Bowl Spending Survey. **spent on 2016 Super bowl**
- Americans spend nearly as much on Snow Sports (\$53 billion) as they do on Internet access (\$54 billion).
- Halloween at \$7.4 billion of which the NCA figured \$6.9 billion on candy
 - Adult costumes -\$1.2 billion,
 - Children costumes -\$950 million
 - Pet costumes- \$350 million

For 2016, it *estimated* that \$62.75 billion will be spent on our pets in the U.S.

\$80 billion on an annual basis spent on toys and games

USA 2nd @ \$371 per child





Projected New Jobs for 2020!!!

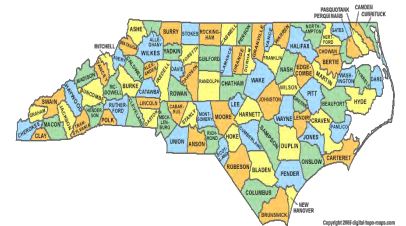


US Instability !!!!

- Global image is risked
- Economic Stability and Security
- Country 's Security and Defense
- Health of the Country is at risk
- Political Fabric of the country —leadership, power and position
- Educational and Expertise of county is compromised

Community College is Where It's At!!!

- Advanced Manufacturing
- Automotive
- Construction
- Financial Services
- Geospatial Technology
- Homeland Security
- Information Technology
- Transportation
- Aerospace
- Biotechnology
- Energy
- Health Care
- Hospitality
- Retail



President's High Growth Job Training Initiative: 2003, President Bush



Millennium Childhood



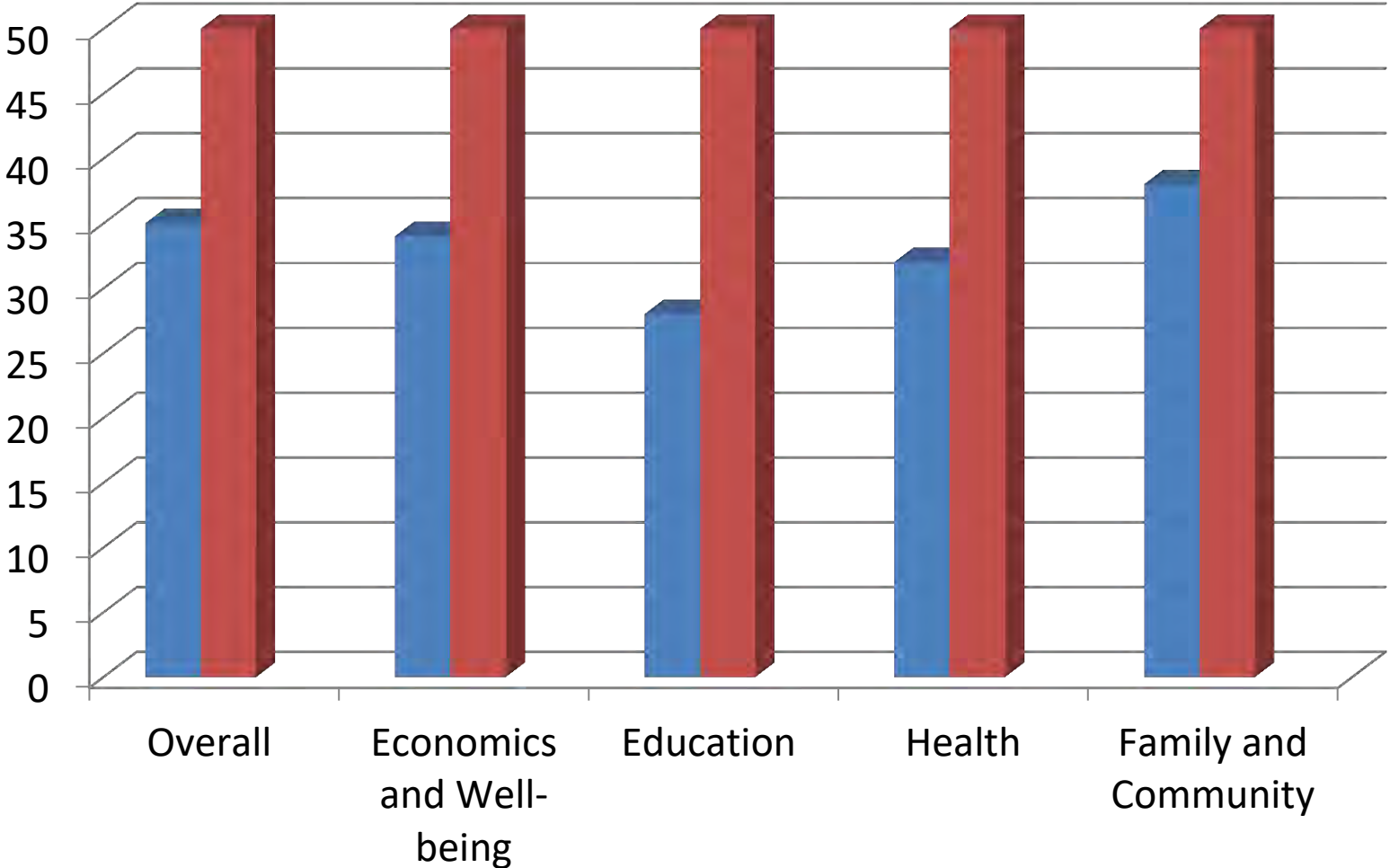
The village determines the longevity of the village by the relationships, investments and resources values, belief , vision, expectations, dreams it has for each member and connection to the village.

It Takes a Village To Raise A Child!
-African Proverbs

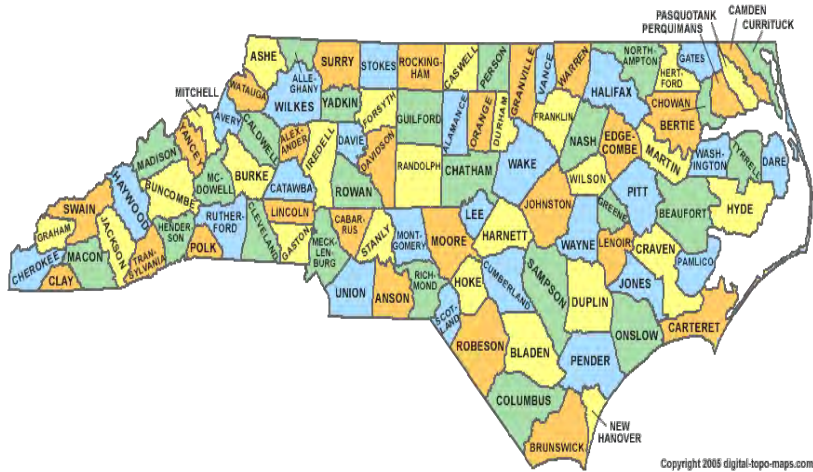
- Deception
- Destruction
- Distractions
- Detours
- Disturbances
- Disorders
- Downfalls



How Are NoCo Children?



Take a closer look at NC Early Education and Care



According to NCDCDE

4451 Child Care Centers

1499 Family Child Care Homes

2019 NC DATA Card

2,313,886 Children in NC

Three-fourths of mothers in the workplace and 70% all adults in home working

37% reside in single family households

- Children of color are three –times as likely to experience disparities related to birth, health, nutrition, housing , judicial, transportation support, out of home placement (foster care, juvenile placement, etc.)
- Numbers related to preschool suspension and expulsion are still high even with state and federal preschool programs prohibiting.

BE ACTIVE KIDS®

Adverse Childhood Experiences (ACEs)

1. Childhood physical abuse
2. Childhood sexual abuse
3. Childhood emotional abuse
4. Physical Neglect
5. Growing up with a person with a mental illness, depression or suicidal person in the home
6. A drug addicts or alcoholic family member
7. Witnessing domestic violence
8. Loss parent to death or abandonment
9. Incarceration of any family member for a crime.



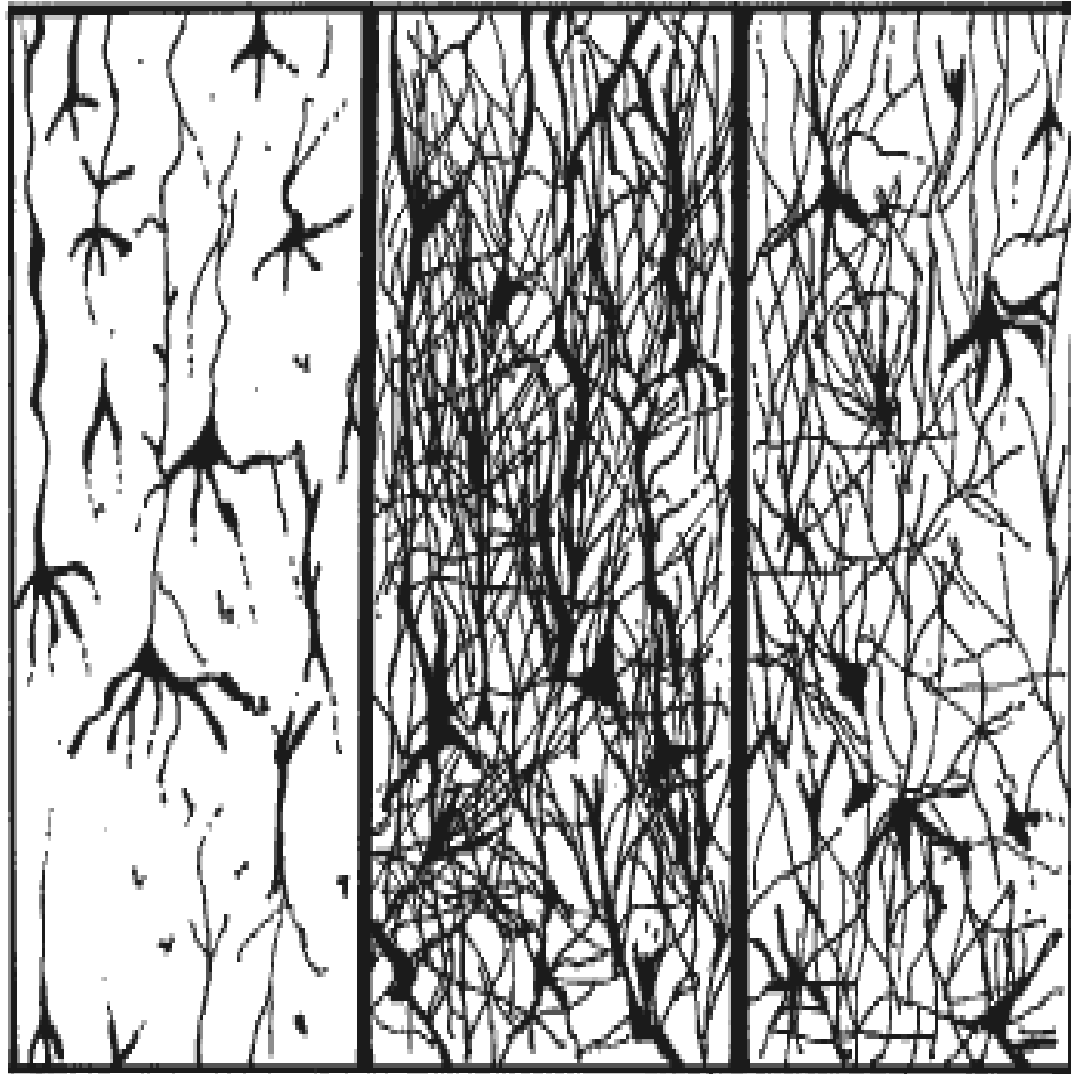
Mental Health in Early Childhood

Significant mental health problems can and do occur in young children.

Children can show clear characteristics of anxiety disorders, attention-deficit/hyperactivity disorder, conduct disorder, depression, posttraumatic stress disorder, and neurodevelopmental disabilities, such as autism, at a very early age.



Facts



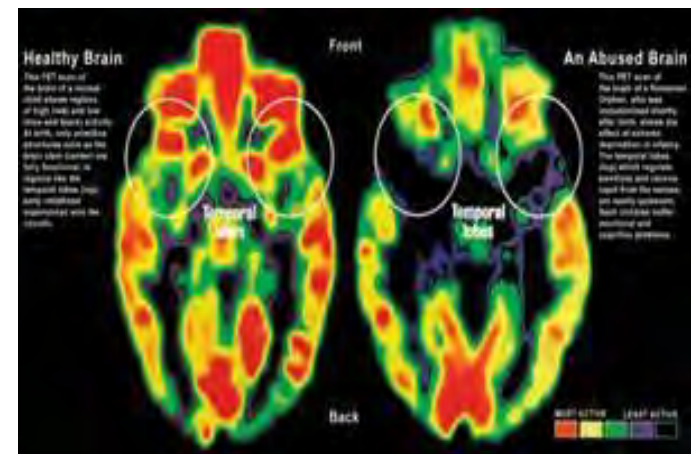
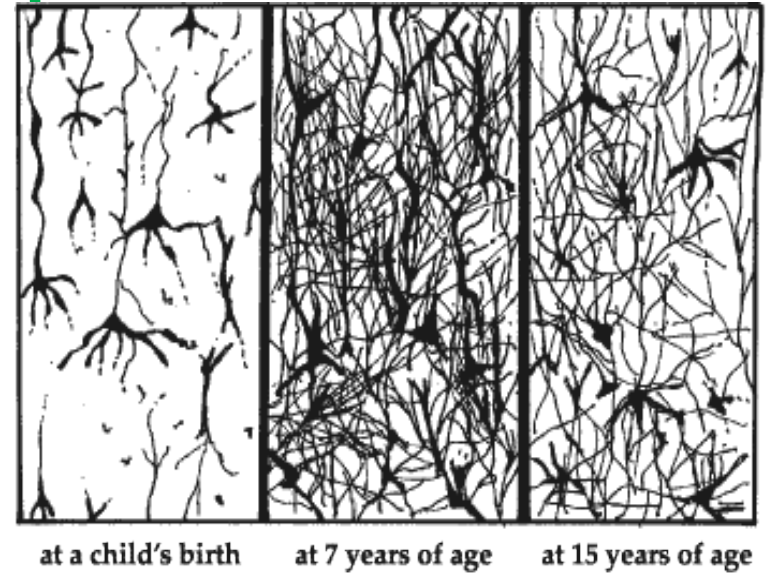
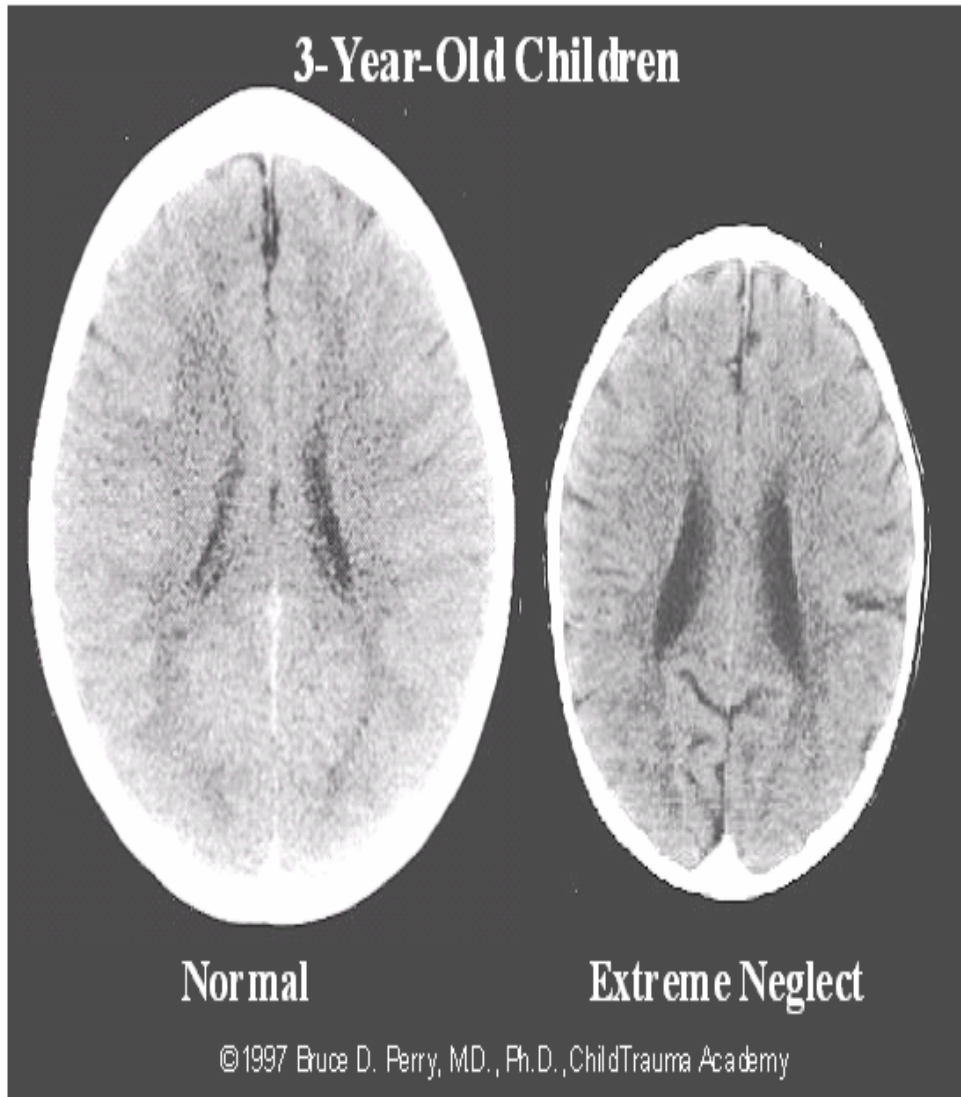
at a child's birth

at 7 years of age

at 15 years of age

- ❖ 300 billion neurons or brain cells present.
- ❖ The brain is unfinished...
- ❖ At 6 months the brain is at 50% of its adult size.
- ❖ By 3 years old the brain is at 80% of its adult size.
- ❖ A human brain is average 3 pound, spongy mass of fatty tissue.

Brains are shaped by **Experiences** !

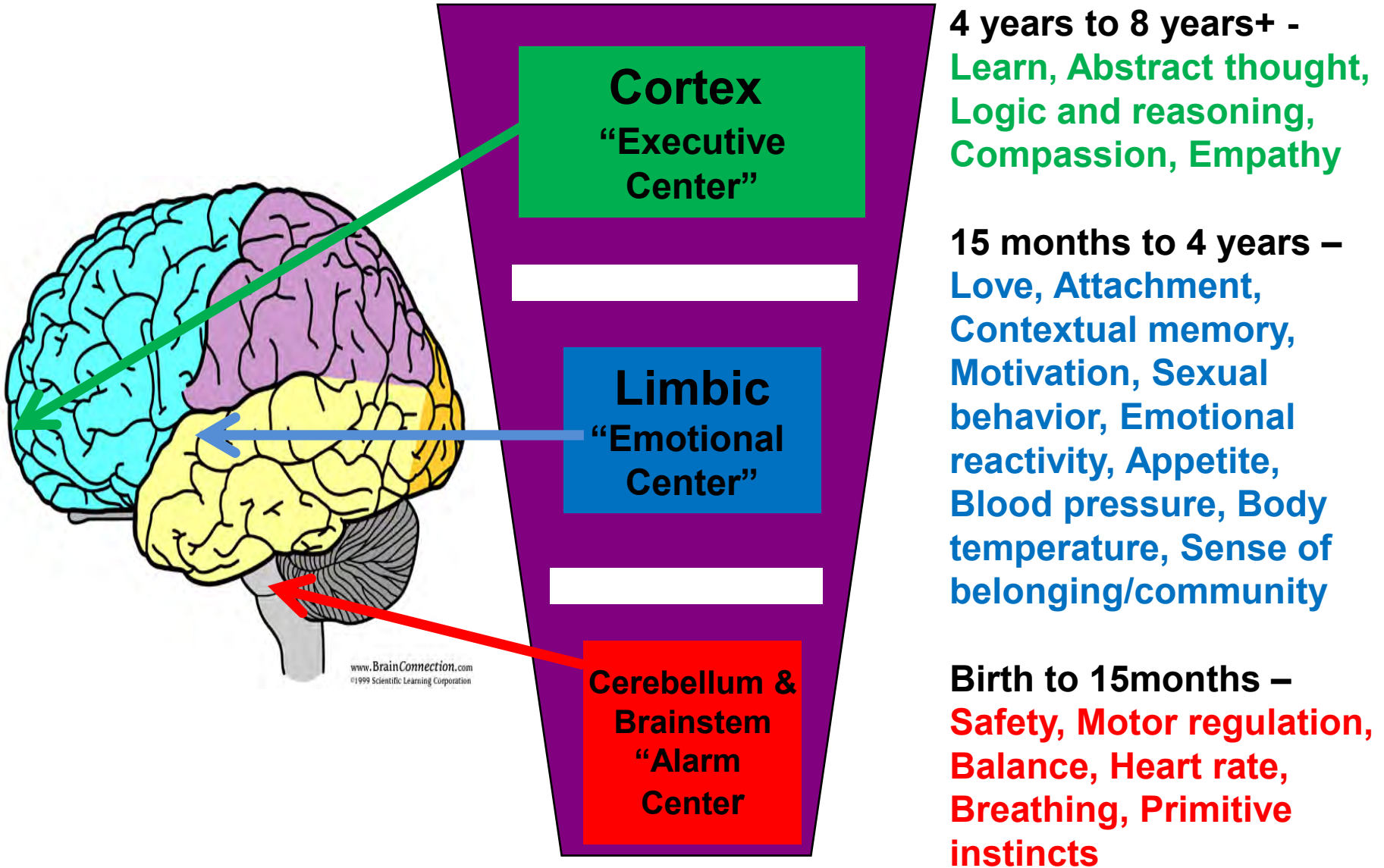


Basic Principles of Health Brain Development

- The brain begins developing from Conception.
- 300 billion neurons- each has a role/responsibility
- Destructive affect such as substance abuse, smoking, toxic stress, domestic violence
- Brains are built bottom up
- The brain may forget but the body remembers .
- Fear-based brains



Hierarchy of Brain Development



It changed the landscape because of the pervasiveness of ACEs in the huge number of public health problems, expensive public health problems — depression, substance abuse, STDs, cancer, heart disease, chronic lung disease, diabetes.”

Dr. Frank Putnam,
Director of the [Mayerson Center for Safe and Healthy Children](#) at Cincinnati Children’s Hospital Medical Center and professor at the University of Cincinnati Department of Pediatrics



ACEs are ADVERSE CHILDHOOD EXPERIENCES



According to a major study by the Centers for Disease Control and Prevention (CDC), **more than 35% of children have experienced two or more ACEs**, such as sexual or physical abuse or exposure to mental illness, drug or alcohol addiction, or the incarceration of a family member.

The Impact of Adverse Childhood Experiences on Addiction and Other Health Issues



Reported Behaviors in ECE settings



Teachers are identifying an increasing number of students as displaying problem behaviors in the classroom (as cited in Lara, McCabe, & Brooks-Gunn, 2000).



- ❖ Hitting
- ❖ Biting
- ❖ Throwing toys, materials and furnishing
- ❖ Profanity
- ❖ Whining
- ❖ Tantrums
- ❖ Running
- ❖ Tattling
- ❖ Fighting
- ❖ Yelling
- ❖ Leaving Circle/Group



Notice The Signs of Trauma –Birth to 2 years.

All infants and toddlers become angry or have tantrums at times. The following symptoms might indicate the child has experienced a traumatic event if they are excessive or interfere with the child's or family's lives

- Unusually high level of anger
- Tantrums that do not stop within a few minutes
- Inability to be soothed or comforted
- Agitation and Irritability
- Heightened startle response (easily startled)
- Terrified responses to sights, sounds, etc., that remind the child of the trauma
- New fears
- Loss of skills such as use of the toilet and/or speech (children at this age may quit speaking)
- Aggression towards family and others
- Expose to toxins
- Avoidance of eye contact and/or physical contact
- Parental depression –attachment and transfers
- Fear of adults who remind them of the trauma
- Fear of being separated from parent or caregiver
- Eating problems such as loss of appetite, low weight or digestion issues
- Nightmares and Sleeplessness
- Impulsiveness
- Listlessness
- Withdrawal from previously trusted adults

“Wounded children become wounded adults, and wounded adults can destroy themselves and possibly others”



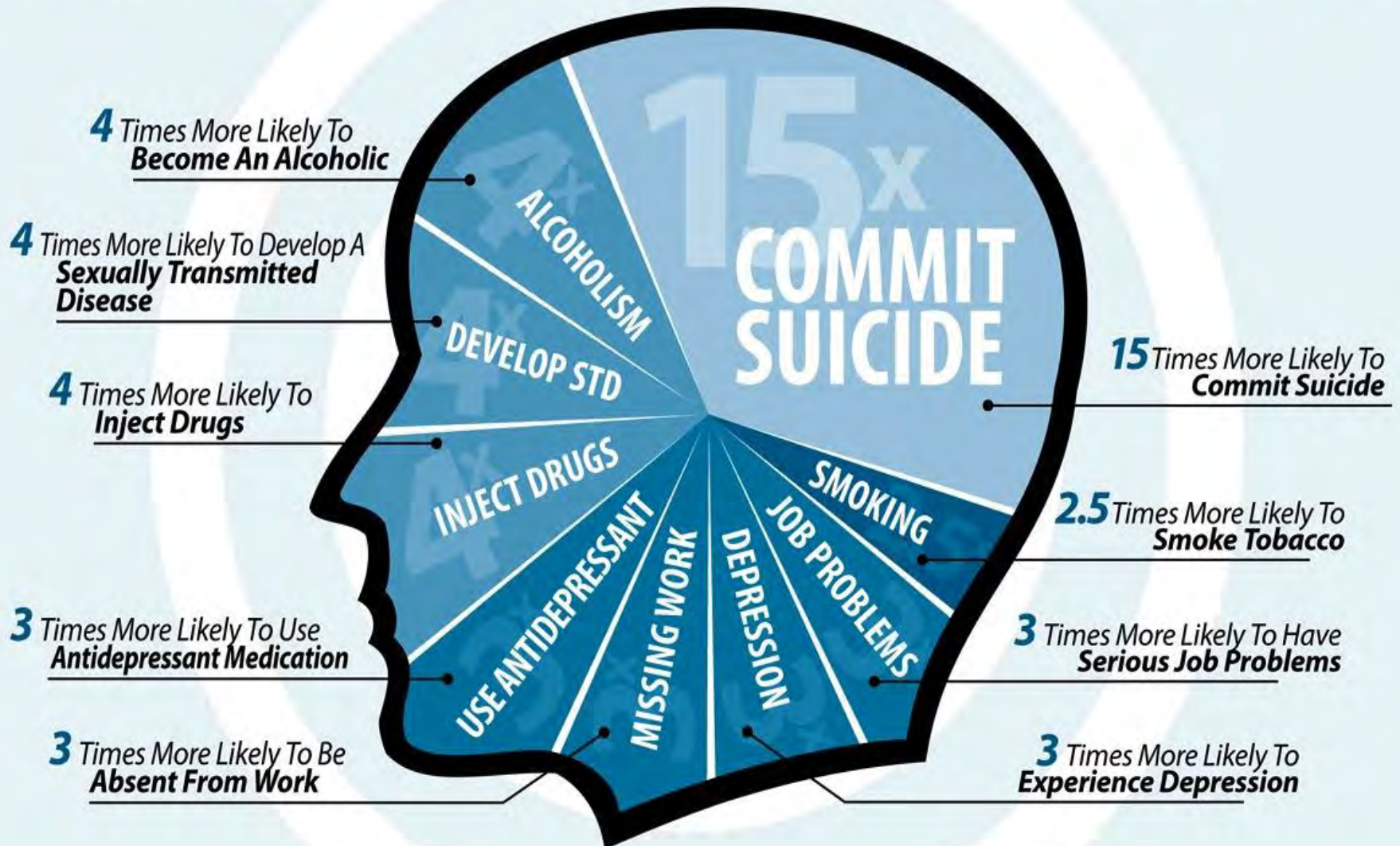
Notice The Signs of Trauma : Ages 3 to 5 years.

Every preschooler becomes angry or distracted at times. The following symptoms might indicate the child has experienced a traumatic event if they are excessive or interfere with the child's or family's lives

- Unusually high level of anger/excessive temper
- Tantrums that do not stop within a few minutes
- Inability to be soothed or comforted
- Aggression towards family and others
- Verbal abuse towards others
- Overly bossy or controlling
- Disruptive (may be expelled from preschool due to behaviors)
- Agitation and Irritability
- Difficulty focusing or learning
- Development of learning disabilities
- Poor skills development
- Loss of skills, such as speech, use of the toilet
- Acting out in social situations
- Fear of adults who remind them of the trauma
- Fear of being separated from parent or caregiver
- Withdrawal from family and friends
- Avoidance of eye contact and/or physical contact
- Inability to trust others or make friends
- Imitating the traumatic event
- Heightened startle response (easily startled)
- Terrified responses to sights, sounds, etc., that remind the child of the trauma
- Eating problems such as loss of appetite, low weight or digestion issues
- Lack of self confidence
- Stomach aches and headaches
- Loneliness
- Confusion
- Unusual clinginess
- Overly obedient (fear of punishment for not obeying)
- Wild eyed, especially when stressed
- Nightmares, Sleeplessness and Bedwetting



PEOPLE WHO HAVE EXPERIENCED TRAUMA ARE:



Dis-ease causes Disease in your Life!

You are not your
ACEs Score !

8

3

6

1

5

4

9

2

7

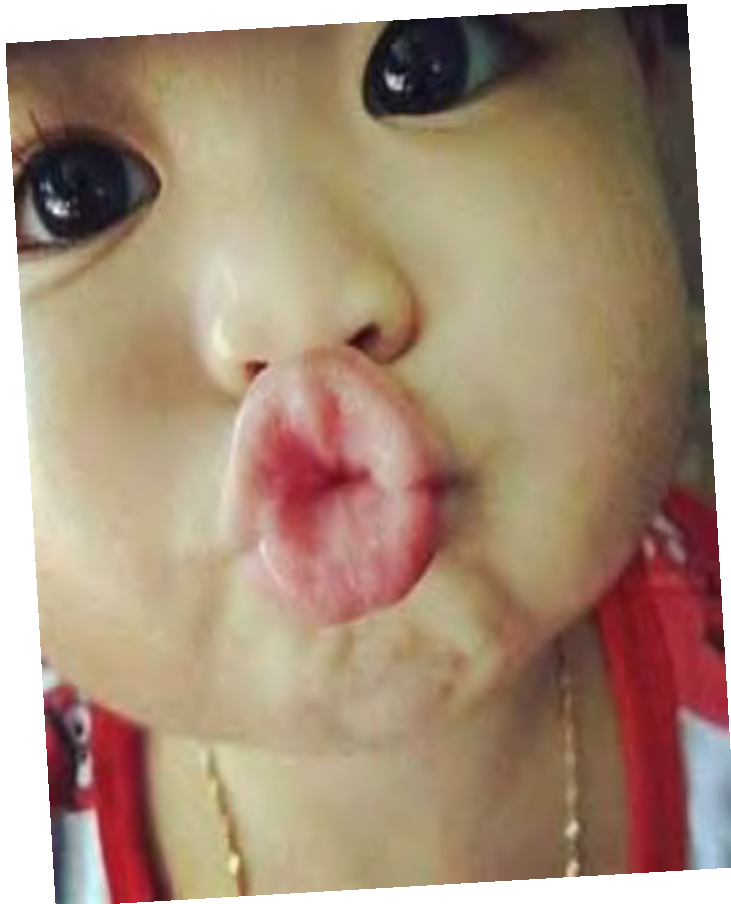
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KISS MY ACES:

Infusing Trauma informed practices



“so many broken children living in grown bodies mimicking adult lives.”



Be The One: A Consciously-Competent Professional

A Consciously-Competent Teacher is able....

Trust themselves enough to TRUST the children!



Ethical Commitment

- Commitment to Children
- Commitment to Families
- Commitment to Staff

AN ETHICAL LIFE IS BUILT OF INTEGRITY HONESTY KINDNESS DECENCY & RESPECT TRUTH JUSTICE HONOR LOVE RESPECT COMPASSION TOGETHER TO MAKE LIFE BETTER

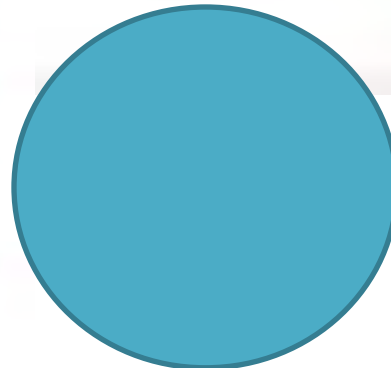
I am an
EARLY CHILDHOOD PROFESSIONAL,
not a
babysitter.
I NEVER
once sat
on a baby!

YOU are a Early Childhood Professional

- Scientist
- Data Collector
- Observer
- Coach
- Consultant
- Advocate
- Coordinator
- Philanthropist
- Entertainer



- Architect
- Designer
- Facilitator
- Monitor
- Negotiator
- Nutritionist
- Therapist
- Medic
- A decision-maker



I can do it!
I can articulate it!
I can adapt it!



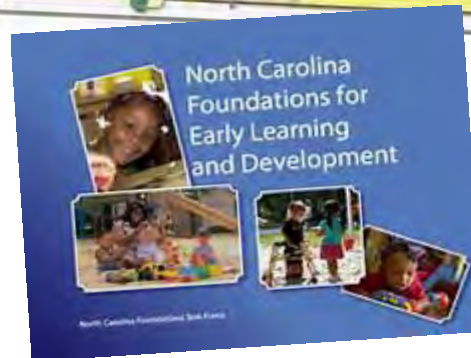
First
2000 DAYS
Early Investment
A LIFETIME OF RESULTS

Be Well

Teacher

- Decision-making
- Classroom Management
- Assessment and Screening
- Observation and Noticing
- Planning Curriculum
- Create Learning Environment
- Individualization
- Intentional- Responsive Instruction
- Child-Guided Experiences- Inside and Outdoors
- Guide-Behavior
- Time Management
- Organization
- Communication
- Recording and Recordkeeping
- Leadership and Mentoring
- Educating and Advocacy

Welcome To A DAP classroom



Every kid needs a **Champion**

Every child deserves a **champion** — an adult who will **never give up** on them, who understands the power of **connection** and insists that they **become** the best that they can possibly **be.**
— Rita F. Pierson



Pierson, Rita(2013) Every kid needs a champion <https://www.youtube.com/watch?v=SfnMTHnKdIw>



Play is our Business!!

Early Education and Care Curriculum

The **Creative Curriculum** supports teachers' efforts to foster the total child's learning and development.

Individual and Group Activity Plans include planning for language, social-emotional, motor and cognitive development activities and experiences aligned with the Creative Curriculum.



According to Playologist



it's not "just play"

*Play is an essential part of early learning.
It is the lifeblood of the learning process.*

*As children play they are developing the
cognitive, socio-emotional and physical
skills they will need to take them into a
successful adulthood.*

*They are developing their curiosity,
problem solving, intentionality, flexibility,
and verbal & non verbal skills.*

*Socio-emotionally they are developing
their emotional intelligence - learning
confidence, cooperation, negotiation,
sharing, empathy and how to
communicate appropriately.*

*Physically their fine motor and gross
motor skills are being practised and
developed.*

*It's not "just play" they are
skills for life!*

NC Foundations



The Goals and Developmental Indicators are divided into 5 domains :

- Approaches to Play and Learning (APL)
- Emotional and Social Development (ESD)
- Health and Physical Development (HPD)
- Language Development and Communication (LDC)
- Cognitive Development (CD)



“Try not to have a good time...this is supposed to be educational.”

— [Charles M. Schulz](#)

“GE hires a lot of engineers. We want young people who can do more than add up a string of numbers and write a coherent sentence. *They must be able to solve problems, communicate ideas and be sensitive to the world around them. Participation in the arts is one of the best ways to develop these abilities.*”

— Clifford V. Smith, President of the General Electric Foundation



Soft Skills Are Real!!!

1. Math.
2. Safety.
3. Courtesy.
4. Honesty.
5. Grammar.
6. Reliability.
7. Flexibility.
8. Team skills.
9. Eye contact.
10. Cooperation.
11. Adaptability.
12. Follow rules.
13. Self-directed.
14. Good attitudes.
15. Writing skills.
16. Driver's license.
17. Dependability.
18. Advanced math.
19. Self-supervising.
20. Good references.
21. Being drug free.
22. Good attendance.
23. Personal energy.
24. Work experience.
25. Ability to measure.
26. Personal integrity.
27. Good work history.
28. Positive work ethic.
29. Interpersonal skills.
30. Motivational

31. Valuing education.
32. Personal chemistry.
33. Willingness to learn.
34. Common sense.
35. Critical thinking skills.
36. Knowledge of fractions.
37. Reporting to work on time.
38. Use of rulers and calculators.
39. Good personal appearance.
40. Wanting to do a good job.
41. Basic spelling and grammar.
42. Reading and comprehension.
43. Ability to follow regulations.
44. Willingness to be accountable.
45. Ability to fill out a job application.
46. Ability to make production quotas.
47. Basic manufacturing skills training.
48. Awareness of how business works.
49. Staying on the job until it is finished.
50. Ability to read and follow instructions.
51. Willingness to work second and third s
52. Caring about seeing the company succe
53. Understanding what the world is all about.
54. Ability to listen and document what you have heard.
55. Commitment to continued training and learning.
56. Willingness to take instruction and responsibility.
57. Ability to relate to coworkers in a close environment.
58. Not expecting to become a supervisor in the first six months.
59. Willingness to be a good worker and go beyond the traditional eight-hour day.
60. Communication skills with public, fellow employees, supervisors, and customers



Physical Development in Early Childhood Education should:

- Developmentally and Age Appropriate
- Promote Individualization
- Culturally-inclusive
- Possess four basic learning goals:
 - (1) knowledge/understanding,
 - (2) skills,
 - (3) dispositions, and
 - (4) feelings



“Logic will get you from A to B. Imagination will take you everywhere.”
–Albert Einstein

Create Opportunities For Physical Development Through the Day

Daily Schedule

Time	Activities	Minutes
7:30 – 9:00	Arrival, Greeting Hand washing, Well-Child Check Routine Care and Free Choice Centers	90min.
9:00 -9:15	Community AM Circle: Story, Music and Movement Time & Routine Care	15 min.
9:15 – 10:15	Free Choice Centers, Well-Child Check Routine Care	60 min
10:00 – 11:00	Outside Play Each staff member will facilitate a activity/experience in designated zone . Additional opportunities for child guided learning center experiences will be accessible to children during play time	45 min.
11:00 -11:15	Handwashing Mid- Morning Group; Music and Movement Time	15 min.
11:15- 11:45	Hand washing, Family Style Lunch Time and Hygiene, Well-Child Check. Children will serve self-two/three meal items. Classroom Staff will model meal time with children.	30 min.
11:45 -12 noon	Community Mid- AM Circle: Story, Relaxation movement & Routine Care	15 min.
12:00 – 2:00	Quiet Rest Time and Routine Care Each Child will be provided two books on cot. Adults will assist children with back rubs and covering. Quiet Table Top activities will be place on tables for non-nappers. Children allowed to naturally awaken. Primary Caregivers may take lunch break during time.	135 min.
2:00 -2:45	Handwashing Free Choice Centers, Well-Child Check Routine Care	45 min
2:45 -3:30	Outside Play Each staff member will facilitate a activity/experience in designated zone . Additional opportunities for child guided learning center experiences will be accessible to children during play time	45 min.
3:30 – 3:45	Community PM Circle: Story, Music and Movement Time & Routine Care	15 min.
3:45 – 4:15	Hand washing, Family Style Supper Time and Hygiene, Well-Child Check Children will serve self-one meal item.	30 min
4:15- 5:30	Departure Greeting Hand washing, Well-Child Check Routine Care and Free Choice Centers	110 min.



- Whole Group
- Small Group
- Transitions
- Meal/Snack Time
- Outdoors
- Excursions/Field Trips



Daily Schedule

- Primary and Continuity of Care
- Individualization
- Routine Care- ON Demand
- Integrates Activity Plans- K.I.S.S



Time	Activities	Minutes
7:00 -9:00	Arrival, Hand washing and Hygiene, Well-Child Check, Floor Explore Routine Care and Early Morning Napper and Feeders	160 min.
9:00 -10:00	Outdoor Play and Strollers- Staff will carry appropriate toys, materials personal care and first aid resources for outing ** During inclement weather hall strolls and floor explore opportunities	60 min.
10:00 - 10:10	Hand washing Floor Explore Time Baby Circle – Story and Sing-a-long	10 min.
10:10 - 12:00	Floor Time Explore and Individual Enrichment Plans, Hygiene, Mid-morning Napper (Transition Cot Naptime) ,Feeders & Routine Care Primary Caregivers may take lunch break during time.	110 min.
12:00- 12:10	Floor Explore Time Baby Circle – Story and Sing-a-long	10 min.
12:10 -2:40	Floor Explore Time and Individual Enrichment Plans, Hygiene, Afternoon Napper (Transition Cot Naptime, Feeders & Routine Care	150 min.
2:40 – 3:45	Outdoor Play and Strollers- Staff will carry appropriate toys, materials personal care and first aid resources for outing ** During inclement weather hall strolls and floor explore opportunities	60 min.
3:45 -4:00	Floor Explore Time Baby Circle – Story and Sing-a-long	10 min.
4:00- 5:30	Departure, Hand washing and Hygiene, Well-Child Check, Floor Explore and Early-evening Napper (Transition Cot Naptime) ,Feeders & Routine Care	90 min.



Infant Daily Schedule

6 Weeks - 12 months

Routine Care includes individual feeding, diapering rest and health care needs

Floor Explore is an opportunity for primary caregiver to interact and play with individual children to observe, assess and enhance developmental play activities and experiences. Each child has monthly activity plan

This Schedule is Subject to Change to Meet the Needs of the Children and Families in Environment.

Create Opportunities For A
S.T.E.A.M –u-lating Curriculum



Lesson Plan

- Developmentally Appropriate- age, development and culture of children
- Focus is on developmental practice rather than a topic or theme
- Transitions integrated
- Family perspective and input
- Integrates IFSP and IEP and specialized care plans
- Exploration, Floor Time and 1st KISSES
- Routines and Rituals integrated
- 85/150 Substantial Portion of Day



Be Well Children

- Consistency and Predictability thorough Routine, Rituals and Responses
- Child-guided vs Adult-guided activities and experiences
- Value in the age, development and culture of the children within
- Curriculum will embrace inclusion diversity and culture
- Materials, supplies and equipment will be accessible
- Daily schedule and environment will reflect the children interest and needs

Play! Play! Play!!



- ✓ Better peer interactions;
- ✓ Fewer behavior problems;
- ✓ More motivation and persistence;
- ✓ Increase literacy;
- ✓ Enhance cognitive skills and vocabulary gain through daily parent-child reading

*Fantuzzo, J., McWayne, C., and Perry, M. (2004)
Ralkes, H, Luze, G., Brooks-Gunn, J., Raikes, H.A, Pan, B.A., Tamis-Lamold, C.S. et al. (2006)*

School Readiness: Early Learning Frameworks

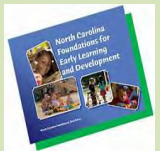


Head Start Child Development Early Learning Framework

- 1.) Social Studies Knowledge & Skills
- 2.) Physical Development & Health
- 3.) Social & Emotional Development
- 4.) Approaches to Learning
- 5.) Logic & Reasoning
- 6.) Language Development
- 7.) Literacy Knowledge & Skills
- 8.) Mathematics Knowledge & Skills
- 9.) Science Knowledge & Skills
- 10.) Creative Arts Expression
- 11.) English Language Development

State Early Learning Standards

- 1.) Health & Physical Development
- 2.) Emotional & Social Development
- 3.) Approaches to Learning
- 4.) Cognitive Development
- 5.) Language Development & Communication



School County Districts – School Readiness Goals

A BE ACTIVE KIDS® Curriculum Philosophy

We provide **hands-on learning experiences** through creative arts, math, science and literacy activities and experiences. Young children are provided lots of time to **play and explore** their environment. Through a balance of **self-directed and teacher-directed activities and experiences** that **enrich each child's social, emotional, language, intellectual and physical development.**

To support young children's learning and development we believe that the professionals in the learning environment should be **well qualified and experienced in early childhood education.** We believe that **staff** should be **engage in on-going, current, relevant early childhood education professional development experiences.** We believe that a teacher should also possess knowledge, skill and attributes to demonstrate **classroom management, positive reinforcement techniques,** and have **excellent parent/teacher communication skills.**

Quality early childhood and school-age programs value and **actively promote a partnership with children's families.** Parents/families are encouraged to **visit** often and **participate** in their child's classroom daily schedule. We strive to **partner with local agencies, business and community resources** to extend children's learning to **connect knowledge in to practice.**



Let's Wire up for Awesomeness!



at a child's birth

at 7 years of age

at 15 years of age

"The brain does a lot of growing after birth. Billions of brain cells are already formed at birth. These cells connect with each other during the first years of life. And what happens to a baby affects the kinds of connections her brain makes." (from [Building Baby's Brain: What Parents Can Do](#), 1999)





L. Vygotsky



Ferrière



M. Montessori



H. Gardiner

The Theorist that Influenced the Principle and Pedagogy of

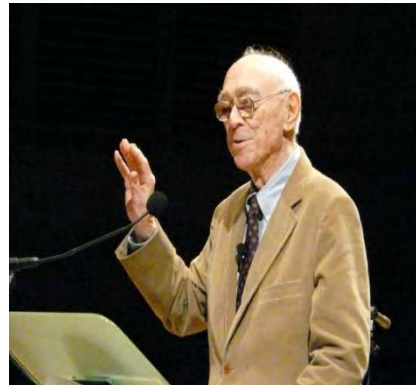
S.T.E.A.M



Pestaluzzi



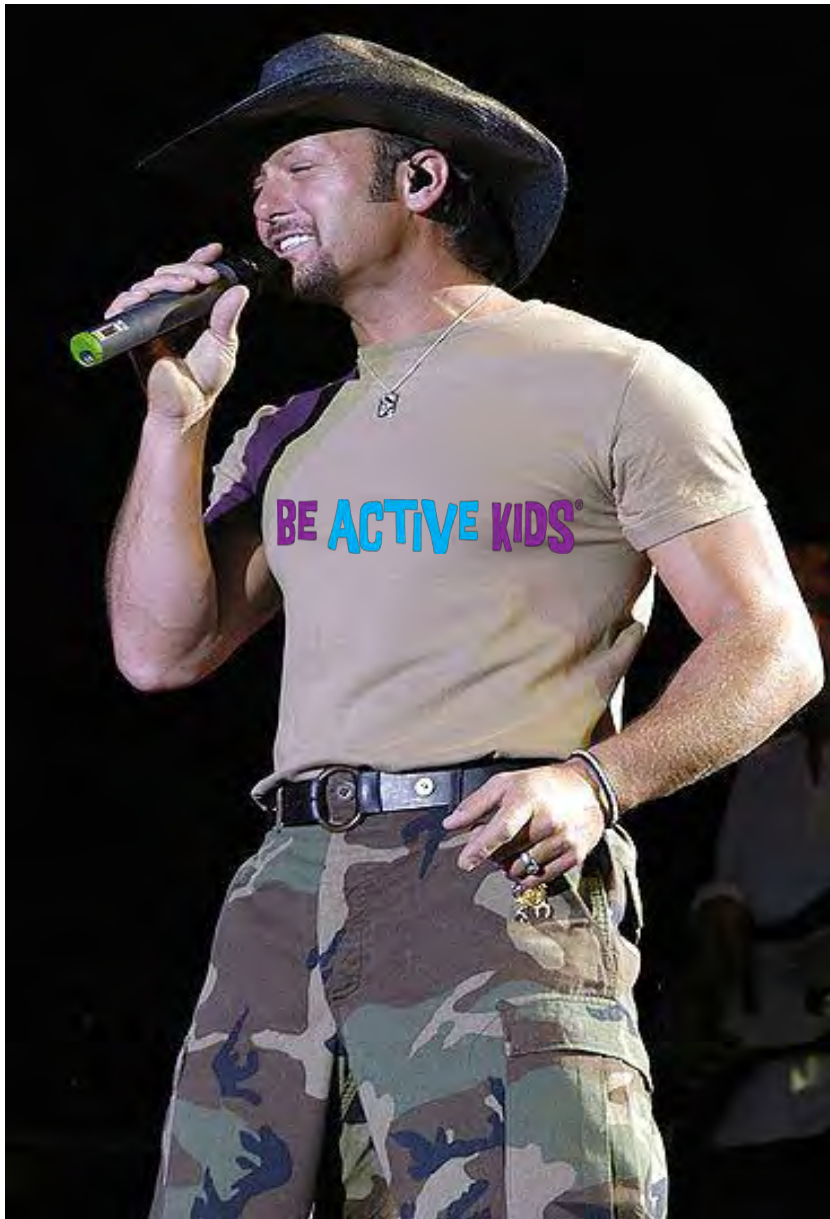
Pestaluzzi



J. Brunner



J. Piaget



The Theory of a



Curriculum

-according to Tim McGraw



" I like it!
I love it!
I want some
more of it! ! "

Making the Connection

- Young Children learning and development is **ACTIVE!**
- Children learn **MORE** when we involve their **HEADS, HEARTS** and **HANDS!**
- Learning and Development must value **Unique, Universal** and **Contextual** influences!



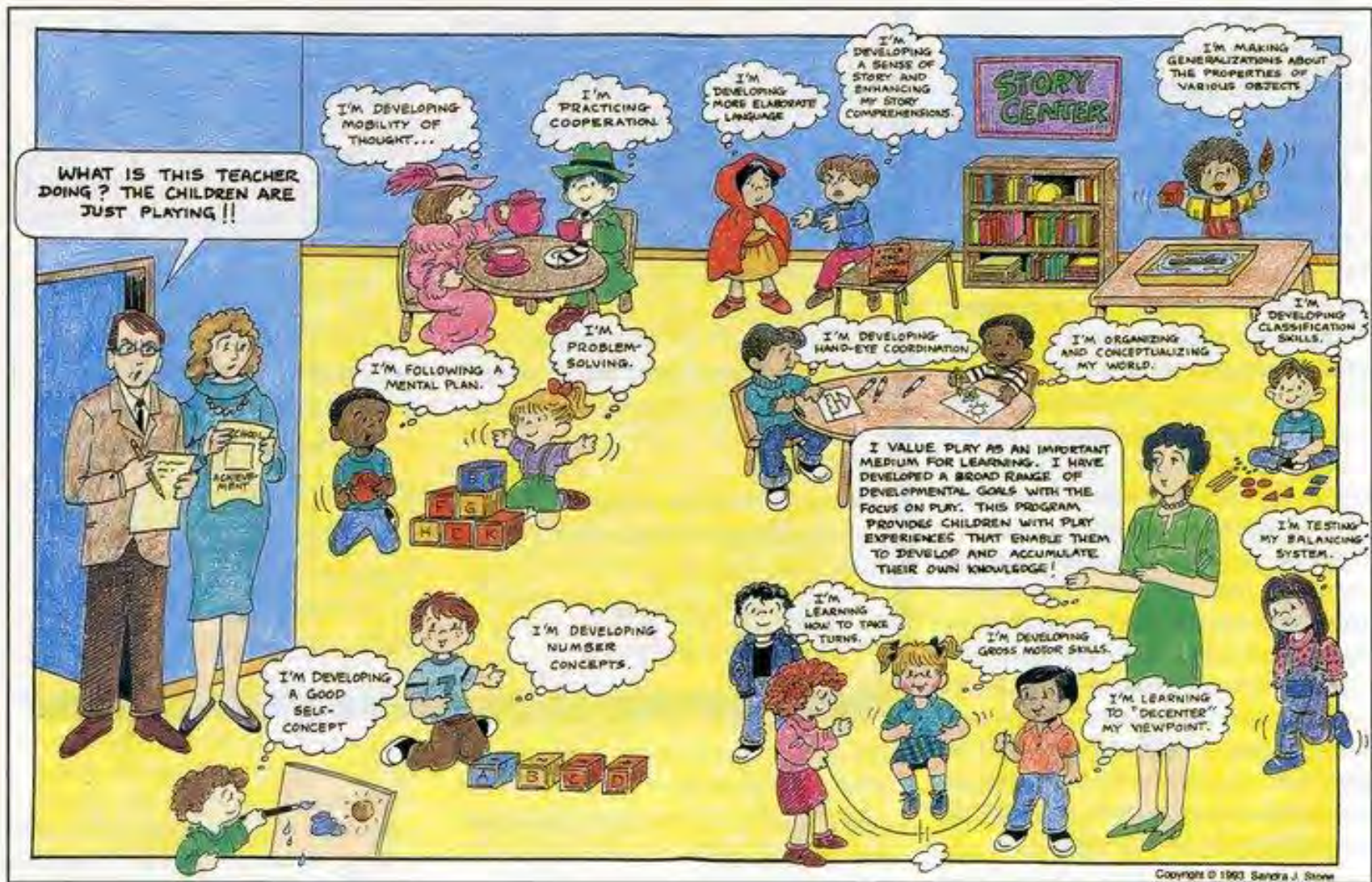
10A NCAC 09 .0508 ACTIVITY SCHEDULES AND PLANS

c.) When children are in care and weather conditions permit, there shall be outdoor time, either as part of a small group, a whole group, or individual activity, for no less than the following durations:

Programs Operating	Age	Minutes
All Programs	Under 2 years of age	30 minutes
Less than five hour	0-12 years of age	30 minutes
Five hours or more	2-12 years of age	60 minutes



Experience creates *Expectation* which alters *Perception* Play is How Children Make Sense of the World!



Developmental Readiness

3 R's

- Relationships
- Responsiveness
- Routines

4 C's

- Communication
- Cooperation
- Collaboration
- Critical Thinking

Hi-5's

- Foundation
- Fellowship
- Formulating
- Follow-up
- Fine-Tune

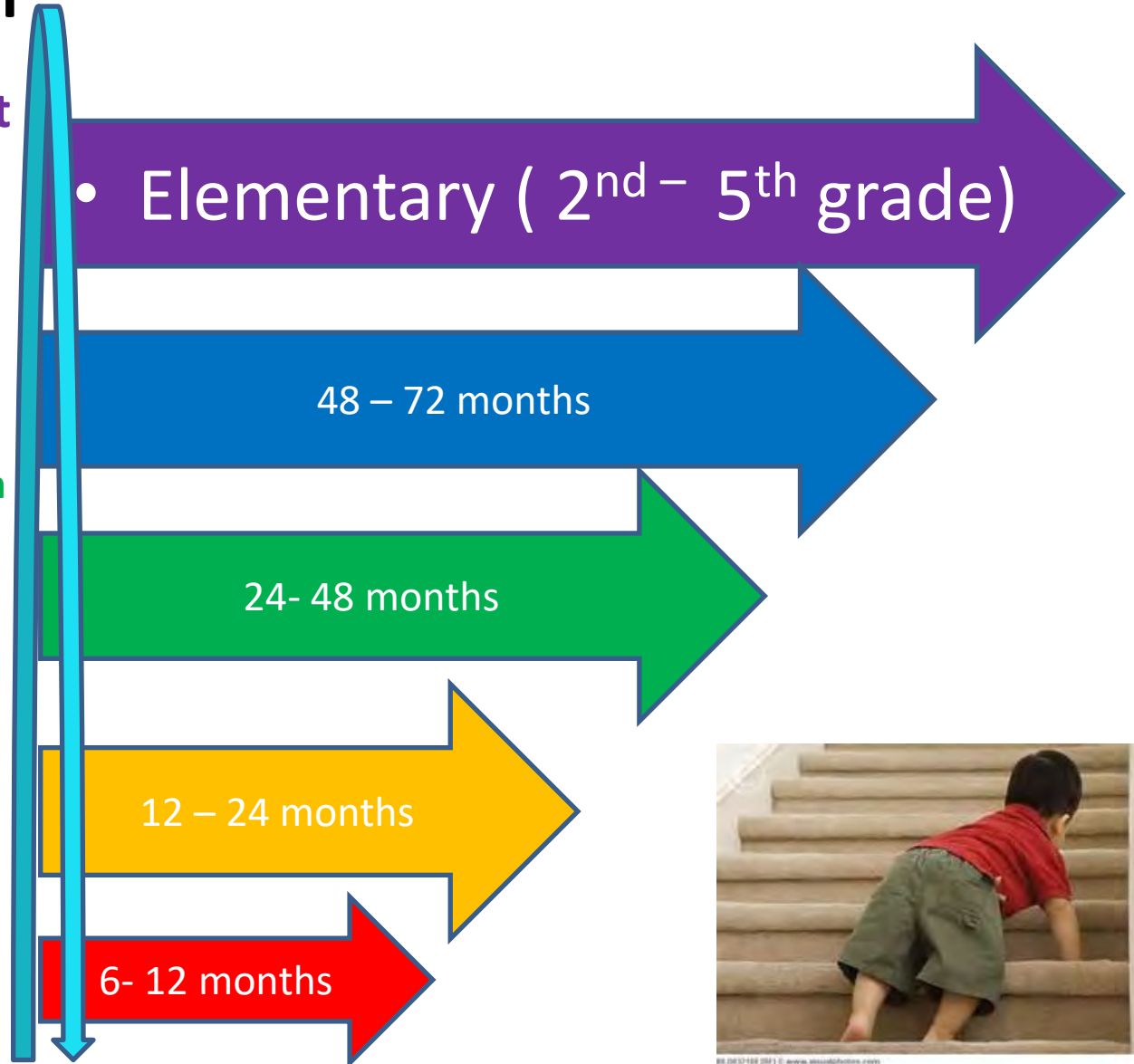
So What, Now What!

- **What are we going to do at home to support progress?**
- **What are we going to do in the community to support progress?**
- **What are we going to do in the ECE environments to support progress?**



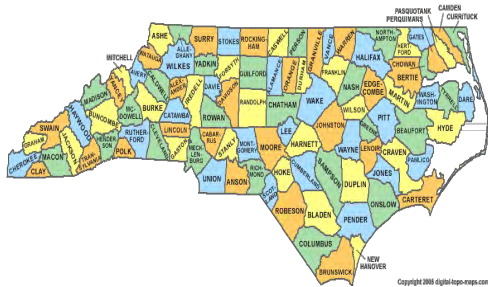
Developmental Order of Skills

- ❖ Time Management
- ❖ Goal Achievement
- ❖ Metacognition
- ❖ Task Initiation
- ❖ Organization
- ❖ Planning/Prioritization
- ❖ Flexibility
- ❖ Emotional Control/Empathy
- ❖ Attention
- ❖ Impulse control
- ❖ Working Memory



Hi-5's

Foundations



	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

Foster Family Engagement and Involvement in Physical Development



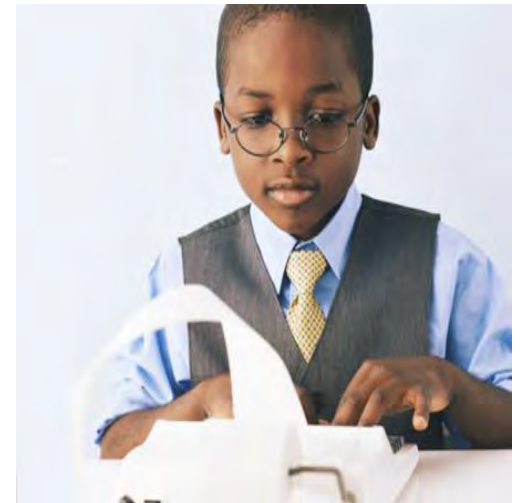
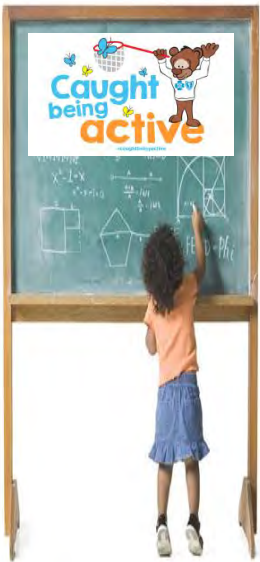
BE ACTIVE KIDS®



- Building Relationships
- Need To Know Basis –ACES data Prenatal care, NICU, Foster Care, Hard Places
- Be present!
- Notice!
- Take Care of Self!!
- Tag Your It!
- Utilize everyday items to promote play!
- Go outside!
- Rid or reduce the organized play
- Add more water into our the day
- Routine and Ritual for personal care



How promote community partnerships around Play



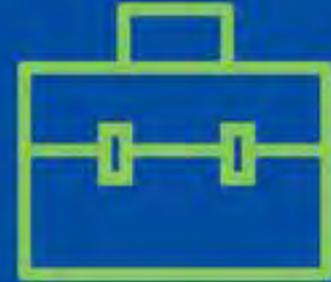
The Business Community of Play!!



Conduct a training needs assessment.



Review your company's existing policies and procedures.



Highlight your company's employee services.



Develop a local resource guide.



Design relevant practice scenarios for each audience.



Determine optional additional topics (like trauma, psychosis, etc.)

See our children in their future!

Educate everyone in public and private sector about the importance and investment of childhood.

Create spaces and places for adults to play-learning in your our own work! Bring back social connections Ex. hand dances rather than line dances

Create spaces and places for children in none traditional spaces – Ex. breastfeeding, senior facilities, build homes with porches, sidewalks, yard space, Hire Play Guards and Play-knowledge in common spaces- restaurants, markets !

Mind Your Mayhem: Fear-based Culture

Time: Reduce the number ours in work, childcare, school , structure activities

Review agency policies , procedures and practices that promote DAP activities, -experiences – ACCESS, OPPORTUNTIES!

Reduce and Rid Homework!

Stop building planes while flying!!! Lessons Learn!!

ADVOCATE! ADVOCATE! ADVOCATE!!

Collaborate- MOU, Leverage resources etc.

BE ACTIVE KIDS[®]

