For Betty Jane, whose life is full of grace and whose heart is full of love.
To my family: Michael, Belinda, William, and Christopher. My reasons why.
For Érin and Niamh—my inspiration.
ABOUT THE AUTHORS

GEORGE S. MORRISON is Professor Emeritus of early childhood education at the University of North Texas, where he taught early childhood education and development to undergraduates and mentored master’s and doctoral students. He is an experienced teacher and principal in the public schools. Professor Morrison’s accomplishments include a Distinguished Academic Service Award from the Pennsylvania Department of Education, Outstanding Service and Teaching Awards from Florida International University, and the College of Education Faculty Teaching Excellence Award at the University of North Texas. His books include Early Childhood Education Today, fourteenth edition; Fundamentals of Early Childhood Education, ninth edition; and Teaching in America, fifth edition. Professor Morrison has also written books about the education and development of infants, toddlers, and preschoolers; child development; the contemporary curriculum; and parent, family, and community involvement.

Dr. Morrison is a popular author, speaker, and presenter. His research and presentations focus on the globalization of early childhood education; the influence of contemporary educational reforms on education; and ways to best educate early childhood teachers for the classrooms of today.

MARY JEAN WOIKA has worked in early childhood education and early childhood special education for more than 30 years. She is currently an assistant professor and program manager at Broward College. In addition to teaching, her responsibilities at the college include mentoring practicum students in their early childhood classrooms throughout Broward County, Florida, and mentorship to the North Campus Lab School. Ms. Woika has coauthored a textbook and trainee’s manual, All About Child Care and...
LORRAINE BREFFNI

is the Executive Director of Early Childhood and Parenting Institutes at Nova Southeastern University’s (NSU) Mailman Segal Center for Human Development. She is also Affiliate Faculty at NSU’s Fischler College of Education. Dr. Breffni directly supervises three early childhood programs, including an infant and toddler program; a preschool program; and a parent and child education program. She has worked as an instructor/mentor for the Community Outreach initiative at the Mailman Segal Center, assisting preschool teachers as they enhance emergent literacy practices in their classrooms and as they develop strategies to accommodate the needs of at-risk children and families.

Dr. Breffni has coauthored the text All About Child Care and Early Education (Pearson) and its companion resource All About Child Care and Early Education: A Trainee’s Manual, and has contributed chapters to Early Childhood Education Today, fourteenth edition. She has written numerous articles for publication and has developed and taught a diverse range of academic subjects at NSU, including courses on Developmental Psychopathology, Play Therapy, Best Practice in Emergent Literacy, and Best Practice in Prekindergarten Curriculum.

Early Education, which was developed to be used in the training of child development association (CDA) students, and contributed chapters to Early Childhood Education Today, fourteenth edition.

Before coming to Broward College Ms. Woika was a child care director, an early interventionist, an early childhood special education teacher, a behavior consultant, and an inclusion specialist in an outreach program. She has taught college courses in Pennsylvania, Colorado, Massachusetts, and Florida, in face-to-face, blended, and online formats. Ms. Woika has sat on several state and county early childhood education committees.

PROFESSOR WOIKA (RIGHT) is with teacher Taunsha Jones and children from the Broward College Lab School (Florida). Besides being a teacher at the Lab School, Taunsha is one of Professor Woika’s students in the A.S. Early Childhood program at Broward College. Professor Woika provides ongoing support to the Lab School where her students complete practicum hours and conduct observations.

Professor Woika (right) is with teacher Taunsha Jones and children from the Broward College Lab School (Florida). Besides being a teacher at the Lab School, Taunsha is one of Professor Woika’s students in the A.S. Early Childhood program at Broward College. Professor Woika provides ongoing support to the Lab School where her students complete practicum hours and conduct observations.

Dr. Lorraine Breffni is with Caesar, Kaylee, and Kavir from the Family Center Preschool at Nova Southeastern University’s Mailman Segal Center. Lorraine supervises a range of early learning programs on the university campus, and participates in local and national advocacy initiatives to support campus-based programs.
Changes are sweeping across the early childhood landscape, transforming our profession before our eyes! These changes create exciting possibilities for you and all early childhood professionals. We discuss these changes in every chapter of *Fundamentals of Early Childhood Education*, which is designed to keep you current and on the cutting edge of early childhood teaching practices.

Changes in early childhood education and development bring both opportunities and challenges. Today you have endless opportunities to participate in the ongoing re-creation of the early childhood profession. In fact, creating and re-creating the early childhood profession is one of your constant professional roles. In turn, this means that almost every day, you have to re-create yourself as an early childhood professional. *Fundamentals of Early Childhood Education* helps you achieve this professional goal. Meeting the challenges involved in reforming the profession will require collaboration, hard work, and constant dedication to achieving high-quality education for all children. We hope you will take full advantage of these opportunities to help all children learn the knowledge and skills they need to succeed in school and in life. We believe that how you and we respond to the opportunities in front of us today will determine the future of early childhood education. *Fundamentals of Early Childhood Education* will help you learn what it takes to understand and teach young children and how to provide the support they and their families need and deserve.

**NEW TO THIS EDITION**

The ninth edition of *Fundamentals of Early Childhood Education* includes both new and highly revised content:

- The ninth edition includes a new chapter on technology, *Technology Today: Children, Families, and You*. This chapter focuses on helping early childhood professionals integrate technology into their teaching and learning with confidence. Specific “how to” topics include coding, blogging, tweeting, and integrating iPads, video conferencing, and smart boards into classroom practice. A special feature explains how to use technology to keep children with autism safe. Information about assistive technology enables early childhood educators to respond to the needs of all children in today’s diverse and inclusive classrooms.

- Every chapter includes expanded discussions, information, ideas, and practical activities on how to accommodate the needs of diverse learners in the inclusive classroom.

- The text includes several new Professionalism in Practice features, including Technology in the Kindergarten; Supporting Military Families: The Importance of High-Quality Child Care; How to Plan a STEM Curriculum for Infants and Toddlers; and Learning to Live Together—Creating Community at School.

- Each chapter includes an expanded focus on the diversity of American society and the corresponding impact on teaching and learning in the early classroom. Contemporary topics include how to respond to the needs of immigrant children; how to teach children from diverse cultural backgrounds and languages; how to
teach children of poverty and diverse socioeconomic backgrounds; and the effects of poverty on children’s learning.

• Chapter 13 includes expanded discussions and information on ways to better appreciate and support the needs of diverse families, including LGBTQ families, military families, multigenerational families, and families with incarcerated members.

• New Applying Research to Practice features include When the Opioid Crisis Hits Home; Children of Loss and Separation; and Safe Practices for Infants and Toddlers.

• The text offers many practical ideas and suggestions for how to integrate engineering into STEM-focused activities. It emphasizes the importance of STEM education for under-served groups including infants and toddlers and girls, including information on “engineering for all.”

• All content is based on contemporary research and explores up-to-the-moment issues including the separation of children from their parents through immigration, divorce, incarceration, and foster care.

• Every chapter includes evidence-based practices supported by up-to-date research and documentation. All research is no older than the years (2017–2018). Fundamentals of Early Childhood Education is contemporary and current.

• The ninth edition promotes inclusivity throughout the text. It is inclusive in terms of children, families, cultures, programs, schools, and teachers. No one-size-fits-all approach is possible in early childhood education, so appreciation for and tolerance of diversity are placed front and center in the text.

• Expanded discussions focus on the importance of mental health and the role that it plays in children’s well-being. The text provides ideas and suggestions for how teachers can support all children’s mental health.

• Every chapter features an expanded emphasis on providing the reader with authentic, practical ideas, suggestions, and activities for how to translate text content into classroom practices. All major headings conclude with a “What Does This Mean for You?” list of practical, teacher-tested suggestions for applying theory to practice.

• Every chapter includes two new video-based Application Exercises. These exercises present the reader with a video illustrating child growth and development, teaching, and/or learning in action. An open-ended question asks the student to examine the video critically and respond using evidence from the video and understanding of chapter concepts. Feedback is provided for support or to compare students’ answers with that of an experienced teacher. Examples include meeting the needs of English learners and supporting early literacy.

THEMES THROUGHOUT THE TEXT

The ninth edition of Fundamentals of Early Childhood Education integrates nine critical themes that are foundational to the field of early childhood education today.

1. The importance of all children’s language and literacy development and competency. As more school districts require children to read on grade level by grade 3, you must know how to promote children’s reading achievement so that all children can learn and be successful. In addition, to help you meet the needs of the increasing number of children from diverse cultures who are English learners, we provide many instructional practices and examples that enable you to confidently teach all children.

2. The welcoming and support of the growing number of children from diverse families including those with LGBTQ parents, military families, multigenerational families,
grandparent-headed families, and families with incarcerated parents. These demographic shifts have many implications for your teaching and children’s learning. Throughout the text, we provide specific pedagogical practices to assure that all children and all families are welcomed and supported.

3. The importance of developmentally appropriate practices (DAP) and the application of these practices to all aspects of early childhood programs and classroom activities. In keeping with today’s emphasis on academic achievement, Fundamentals of Early Childhood Education anchors your professional practice in DAP, beginning in Chapter 1, and provides you with step-by-step strategies for helping all children learn in developmentally appropriate ways.

4. The effects of poverty and low socioeconomic status on children and their families. Today, more children and families than ever before live below the poverty line. Many children come to school unprepared to meet the challenges of preschool or kindergarten. Fundamentals of Early Childhood Education helps you educate all children and learn how to close the achievement gaps that exist between children in poverty and their more economically advantaged peers.

5. The integration of the fields of special education and early childhood education. Increasingly, special education practices influence early childhood practices. Fundamentals of Early Childhood Education helps you understand the interwoven nature of these two fields and appreciate how this integration provides enhanced opportunities for both you and the children you teach in your inclusive classroom.

6. School readiness. How to help families get their children ready for school and how to promote children’s school readiness is at the forefront of issues facing society today. Fundamentals of Early Childhood Education provides you with helpful information and strategies that enable you to close the readiness gaps that exist across ethnic, gender, linguistic, and socioeconomic backgrounds.

7. The integration of STEAM (science, technology, engineering, arts, and mathematics) subjects into the curriculum, with an emphasis on engineering for all students. STEAM subjects are considered to be of great importance by the nation’s business leaders, and they constitute the foundation for providing a well-trained and educated workforce.

8. A renewed emphasis on providing for children’s mental health growth and development. In the wake of well-publicized school shootings (e.g., the Parkland High School shooting) and other violent tragedies across the United States (e.g., the Las Vegas mass shooting), society is demanding that the nation’s schools provide for children’s healthy social and emotional development. Society needs children who are socially and emotionally healthy.

9. The use of technology to support children’s learning. Contemporary teachers are savvy users of technology to promote children’s learning and their own professional development. Fundamentals of Early Childhood Education helps you gain the technological skills you need to teach in today’s classroom. Practicing professionals offer practical examples of how to integrate and use technology in teaching and learning in your classroom.

TEXT FEATURES

Fundamentals of Early Childhood Education, ninth edition, includes numerous features designed to illustrate developmentally appropriate practice and provide a framework for you to master, reflect on, and apply chapter content to your professional practice. Here are a few things to look for:
**Dynamic Chapter Content.** Chapter content is organized around essential learning outcomes, designed to measurably boost your understanding.

- Chapter-opening learning outcomes. Clarifying exactly what you will learn in the chapter, these learning outcomes align with the major text sections of the chapter.

**Reader-Friendly Content Presentation.** The ninth edition is a student/reader-friendly textbook. The content presentation helps you focus on what's relevant by breaking up the reading into manageable sections that are clear, concise, and understandable.

- Key terms are highlighted and defined, enabling you to learn, master, and use the knowledge and language of your profession. Key words and terms are printed in the text margin where they occur and in an end-of-text Glossary.
- “What Does This Mean for You?” and “What Can You Do?” teaching suggestions, found in all the major sections of every chapter, offers practical, teacher-tested ideas, examples, and activities for you to apply to your teaching and learning as you work with young children and their families.
- In the Revel™ version, Check Your Understanding multiple-choice quizzes are found at the end of every major chapter section. They are followed by immediate, specific feedback to help you determine whether you understand fundamental concepts covered in the section and have achieved the learning outcome.

**Authentic Developmentally Appropriate Practices.** These practices are highlighted in features contributed by early childhood educators from around the country.

- **Professionalism in Practice.** Teachers' authentic voices play a major role in illustrating authentic practices. In the Professionalism in Practice features (found in every chapter), practicing teachers explain their philosophies, beliefs, and program practices. These teachers mentor you as they relate how they practice early childhood education. Among the contributors are professionals who are Teachers of the Year, have received prestigious awards, and have national board certification.
- **Professionalism in Practice: Competency Builder.** The Professionalism in Practice features that are labeled as Competency Builders provide instructional practices that can help you move from theory to practice. They are designed to build your competence and confidence in performing essential teaching tasks, in a step-by-step manner.
- **Lesson and Activity Plans.** Planning for teaching and learning constitutes an important dimension of your role as a professional. This is especially true today, given the emphasis on ensuring that children learn what is mandated by state standards. The plans presented in this text enable you to look over the shoulder of experienced teachers and observe how they plan for instruction. These award-winning teachers share plans designed to ensure that their children learn important knowledge and skills.

**Features Designed to Increase Cultural Awareness**

- **Diversity Tie-In.** These features, which are found in every chapter, promote inclusivity in every classroom. They include a variety of topics to create an awareness of the uniqueness and diversity of all children and families.

**Features Designed to Enable Integration of Technology into Teaching**

- **Technology Tie-In.** These features, which are found in every chapter, highlight specific examples of technology use linked to chapter content. They help you become technologically literate, understand the options available, and use them to their fullest extent to teach, communicate with parents, and manage a classroom.
Features That Show Real Children and Early Childhood Settings in Action

- **Portraits of Children.** In a text about children, it is sometimes easy to think about them in the abstract. The Portraits of Children found in Chapters 7 through 10 are designed to ensure that you consider children as individuals as we discuss how to teach them. The features present authentic portraits of real children from birth through third grade from all cultures and backgrounds, enrolled in real child care, preschool, and primary-grade programs across the United States. Each portrait includes developmental information across four domains: social–emotional, cognitive, motor, and adaptive (daily living). Accompanying questions challenge you to think and reflect about how you would provide for these children's educational and social needs if they were in your classroom.

- **Newly Integrated Video Examples.** Each chapter includes at least four videos that illustrate text concepts and provide a window into the real world of teaching young children. The video examples allow you to view brief examples of section concepts without breaking the stride of your reading, keeping you focused and on task.

Activities That Help You Apply Important Concepts and Ideas

- **Application Exercises.** In the Revel™ version, These exercises (two in every chapter) present a video illustrating child growth and development, teaching, and/or learning in action. An open-ended question asks you to examine the video critically and respond using evidence from the video and your understanding of chapter concepts. Feedback is provided for support or to compare your answer with that of an experienced teacher. Examples include meeting the needs of English learners and supporting early literacy.

- **Applying Research to Practice.** *Fundamentals of Early Childhood Education, ninth edition*, is a research-based text. A great deal of what teachers teach and how they teach it is based on research. In every chapter of *Fundamentals of Early Childhood Education, ninth edition*, there is an Applying Research to Practice feature which highlights current research “hot topics” and provides you with specific suggestions and activities for how you can translate today’s research and theory into your instructional practices.

Chapter-Ending Activities for Professional Development

- **Ethical Dilemmas.** As an early childhood professional, you will face difficult choices in your career that require you to have a solid understanding of your ethical responsibilities and best practices. To that end, each chapter includes an ethical dilemma based on facts, current issues, and real-life situations faced by early childhood professionals today. They present difficult decisions that early childhood professionals have to make. These ethical dilemmas are intended to help you build a better understanding of what it means to think like a professional and to respond appropriately in complicated and potentially compromising situations.

- **Activities to Apply What You Have Learned.** Here we revisit the chapter-opening learning objectives and provide one activity per learning objective to help you assess your content knowledge and/or apply your understanding of that content.
SUPPLEMENTS FOR INSTRUCTORS

The supplements for *Fundamentals of Early Childhood Education, ninth edition*, have been revised, upgraded, and made available for instructors to download on www.pearsonhighered.com/educators.

- **Instructor's Resource Manual.** This manual contains chapter overviews and activity ideas to enhance chapter concepts.
- **Test Bank.** The Test Bank includes a variety of test items, including multiple-choice and short-answer items.
- **TestGen Computerized Test Bank.** TestGen is a powerful assessment generation program available exclusively from Pearson that helps instructors easily create quizzes and exams. Instructors can install TestGen on their personal computer (Windows or Macintosh) and create their own exams for print or online use. The program contains a set of test items organized by chapter, based on this text's content; the items are the same as those included in the Test Bank. The tests can be downloaded in a variety of learning management system formats.
- **PowerPoint Slides.** PowerPoint slides highlight key concepts and strategies in each chapter and enhance lectures and discussions.
ACKNOWLEDGMENTS

In the course of our teaching, service, consulting, and writing, we meet and talk with many early childhood professionals from all around the country who are deeply dedicated to doing their best for young children and their families. We are always touched, heartened, and encouraged by the openness, honesty, and unselfish sharing of ideas that characterize our professional colleagues. We thank all the individuals who contributed to the Professionalism in Practice features and other program descriptions. They are all extremely generous and are credited for sharing their personal accounts of their lives, their children’s lives, and their programs.

We are blessed to work and collaborate with our colleagues at Pearson. Kevin Davis, Vice President and Publisher, gave the green light for the ninth edition and in the beginning stages of revision was our editor. Thanks, Kevin, for your confidence and support. We especially thank Aileen Pogran, a writer’s editor. Aileen encouraged and supported us to engage in a deep revision of Fundamentals of Early Childhood Education. Aileen is always available to counsel, advise, and make better. Development Editor Alicia Reilly and Managing Content Producer Megan Moffo kept us on track and made sure the production process ran smoothly and on schedule.

Emily Tamburri, Editorial Project Manager and S.H.M. Mohamed, Senior Project Manager fulfilled their “manager” roles professionally and efficiently, and helped us navigate all of the challenges and responsibilities involved in the production process from proofing to editing to decision making to “getting everything right.” Thanks to Jill Hobbs, our Copy Editor, for smoothing out all the rough edges and making Fundamentals of Early Childhood Education a more readable book.
BRIEF CONTENTS

CHAPTER 1  You and Early Childhood Education
            Becoming a Professional  2

CHAPTER 2  Understanding and Responding to Current Issues
            Contemporary Influences on Teaching and Learning  40

CHAPTER 3  History and Theories
            Foundations for Teaching and Learning  80

CHAPTER 4  Implementing Early Childhood Programs
            Applying Theories to Practice  126

CHAPTER 5  Observing and Assessing Young Children
            Guiding, Teaching, and Learning  158

CHAPTER 6  Technology Today
            Children, Families, and You  200

CHAPTER 7  Infants and Toddlers
            Critical Years for Learning  230

CHAPTER 8  The Preschool Years
            Getting Ready for School and Life  266

CHAPTER 9  Kindergarten Today
            Meeting Academic and Developmental Needs  306

CHAPTER 10 The Primary Grades
            Preparation for Lifelong Success  342

CHAPTER 11 Educating Children with Diverse Needs
            Ensuring Each Child Learns  376

CHAPTER 12 Guiding Children’s Behavior
            Helping Children Be Their Best  406

CHAPTER 13 Parents, Families, and the Community
            Building Partnerships for Student Success  432

Appendix
            Time Line: The History of Early Childhood Education  462

Endnotes  465

Glossary  491

Name/Author Index  499

Subject Index  502
chapter 1

You and Early Childhood Education
Becoming a Professional 2

The Early Childhood Professional and the Six Standards of Professionalism 3
The Six Standards of Professionalism 3
Standard 1: Child Development and Learning 4
Standard 2: Building Family and Community Relationships 5
Standard 3: Observing, Documenting, and Assessing to Support Children and Families 6
Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families 7
Standard 5: Using Content Knowledge to Build Meaningful Curriculum 8
Standard 6: Becoming a Professional 10
Professional Dispositions 14

Developmentally and Culturally Appropriate Practice and Essential Practices for Teaching in Inclusive Early Childhood Classrooms 15
Knowing Children 15
Teaching and Learning in the Inclusive Classroom: Essential Professional Practices 16
Core Considerations in Developmentally Appropriate Practice 17
Making Developmentally Appropriate Decisions 17
Teaching the Whole Child 24

Pathways to Professional Development 24
Ready, Set, Teach! 25
The CDA Program 27
Associate Degree Programs 27
Baccalaureate Programs 27
Alternative Certification Programs 27
Master’s Degree Programs 28
Your Ongoing Professional Development 28

Developing a Philosophy of Education 28
Read 29
Reflect 29
Value 30
Discuss 30
Write 30
Evaluate 31

The Expectations and Roles for Twenty-First-Century Early Childhood Teachers 31

Teaching in Early Childhood Today 31
New Roles for Early Childhood Professionals 34

Activities for Professional Development 37
Ethical dilemma: “I Am Concerned About the Teaching Practice of a Coworker . . . ” 37
Application Activities 37

chapter 2

Understanding and Responding to Current Issues 40
Contemporary Influences on Teaching and Learning 40

Issues Influencing the Practice of Early Childhood Education 40
Children of the Gaps 41
Solutions to the Gaps 49

Wellness and Healthy Living 51
Dental Caries 52
Asthma 53
Lead Poisoning 53
Obesity 54
Mental Health of Young Children 56

Providing for Diverse Children and Cultures 57
Culturally Responsive Teaching 57
Multicultural Infusion 58
Fostering Cultural Awareness 58
Using Appropriate Instructional Materials 59

Teaching and Learning in the Inclusive Classroom 61
What Does This Mean for You? 61

Preventing Violence, Bullying, Racism, and Abuse 62
Violence 62
School Shootings 63
Bullying 65
Use Conflict-Resolution Strategies and Promote Peaceful Living 71
Combating Racism 73
Childhood Abuse and Neglect 74

Activities for Professional Development 77
Ethical dilemma: “Our Children Need Recess!” 77
Application Activities 77
chapter 3

History and Theories 80
Foundations for Teaching and Learning 80

The History of Early Childhood Education: Why is it Important? 80
Rebirth of Great Ideas 80
Build the Dream—Again 81
Implement Current Practice 81

The Importance of Theories of Learning 81
Communicate 84
Evaluate Learning 84
Make Decisions 84
Provide Guidance 84

Famous Historical Figures and Their Influence on Early Childhood Education 84
1500–1700: The Foundation 87
1700–1850: From Naturalism to Kindergarten 89
1850–1950: From a Garden of Children to the Children's House 92
1950–1962: From Politics to Education Superiority 94
1962–2000: From Civil Rights to the Rights of Children 95
2001 to the present: From No Child Left Behind to Every Child Succeeds 96
Investments in America's Children 97

Integrating History and Theories 99
Jean Piaget and Constructivist Learning Theory 99
Lev Vygotsky and Sociocultural Theory 108
Abraham Maslow and Self-Actualization Theory 111
Erik Erikson and Psychosocial Theory 114
Urie Bronfenbrenner and Ecological Theory 117
Howard Gardner and Multiple Intelligences Theory 118
Behaviorism and Behavioral Theories 119

From Luther to Today: Basic Beliefs Essential for High-Quality Programs 121
Basic Beliefs About Teaching Children 121
Basic Beliefs About Teachers and Teaching 121
Basic Beliefs About Collaborating with Parents and Families 122

Teaching and Learning in the Inclusive Classroom: Then and Now 122

Activities for Professional Development 124
Ethical dilemma: "Does She Belong in My Class?" 124
Application Activities 124

chapter 4

Implementing Early Childhood Programs 126
Applying Theories to Practice 126
Child Care: Serving Children and Families 126

Early Childhood Programs 127
The Importance of Child Care 130
Types of Child Care 130

What is Quality Education and Care? 133
A Healthy Environment 133
A Respectful Environment 134
A Safe Environment 135
A Supportive Environment 135
A Challenging Environment 135
A Pleasant Environment 136
Other Considerations for a Quality Child Care Program 136
The Effects of Care and Education on Children 137

Program Models 138
HighScope: A Constructivist Model 138
Providing for Diversity and Disability 141
The Montessori Method 141
Reggio Emilia 146

Federal Programs for Young Children 149
Head Start Programs 149
Early Head Start 153
Teaching and Learning in the Inclusive Classroom: Learning Modalities 154

Additional Early Childhood Models 155
The Project Approach 155
Creative Curriculum 155

Activities for Professional Development 157
Ethical dilemma: "Why Can't Wally Come to Class?" 157
Application Activities 157

chapter 5

Observing and Assessing Young Children 158
Guiding, Teaching, and Learning 158

Assessment and Its Purpose 158
Principles of Assessment 159
Purposes of Assessment 160

Developmentally Appropriate Classroom Assessment 161
Formative and Summative Assessments 162
Reporting to and Communicating with Parents and Families 163

Types and Methods of Assessment 164
Authentic Assessment 164
Traditional Assessment 165
Formal Assessment 165
Assessment for School Readiness 167
Informal Assessment 168

The Power of Observation 188
Purposes of Observation 188
Advantages of Gathering Data Through Observation 190
Steps for Conducting Observations 191
The Contexts of Assessment: Observation, Assessment, Evaluation, and Achievement 192
Teaching and Learning in the Inclusive Classroom: Assessment of Children with Disabilities and English Learners 193
Providing Accommodations for Assessment 194
Critical Issues in the Assessment of Young Children 194
Assessment and Accountability 194
Blurring the Line Between Assessment and Teaching 195
State Standards and Testing 195
How Young Is Too Young? 195
Activities for Professional Development 197
Ethical dilemma: Does Practice Make Perfect? 197
Application Activities 197

chapter 6
Technology Today 200
Children, Families, and You 200
Children of the Net Generation 200
Technology: A Definition 201
Technological Integration in Educational Settings 201
The Every Student Succeeds Act and the National Education Technology Plan 202
Digital Literacy 202
Technology and Social Collaboration 202
Supporting Children's Technology Use 202
Developmentally Appropriate Technology Use for Young Children 203
Integrating Technology in Early Childhood Programs 206
STEM: Science, Technology, Engineering, and Mathematics 206
Integrating Technology in Your Program 209
iPads in the Early Childhood Classroom 213
Using Twitter to Teach and Learn 218
Blogging in the Classroom 219
Technology and Assessment 219
Parents and Technology 220
Technology and Parent Engagement 220
Supervision of Children's Internet Use 222
Technology and Special Childhood Populations 222
Uses of Assistive Technology 223
Examples of Assistive Technology 223
Assistive Technology and Literacy 224
Benefits of Assistive Technology 224
Accommodating for Social Interactions 225
Accommodating Diverse Learners 226
Activities for Professional Development 228
Ethical dilemma: Call Me a Luddite If You Like! 228
Application Activities 229

chapter 7
Infants and Toddlers 230
Critical Years for Learning 230
What are Infants and Toddlers Like? 230
Toddlers Are Active 231
Portraits of Infants and Toddlers 231
Infant/Toddler Milestones 231
What Is Normal Development? 234
Nature Versus Nurture 234
Brain Development 234
What Is the Brain Like? 235
Critical Periods of Development 236
Sensitive Periods of Development 236
Applying Brain Research 236
Infant and Toddler Development 238
Psychosocial and Emotional Development 238
Social Behaviors 239
Attachment and Relationships 240
Temperament and Personality Development 242
Motor Development 242
Cognitive Development 244
Stages of Sensorimotor Intelligence 244
Language Development 246
Preparing Enriched Environments for Infants and Toddlers 250
Provide for Health and Safety 251
Provide for Basic Emotional Needs 251
Provide Space and Materials for Active Involvement 251
Developmentally Appropriate Curriculum for Infants and Toddlers 252
Culturally Appropriate Practice 253
Curriculum for Infants and Toddlers 255
Provide Daily Routines 255
Encourage Language Development 257
Promote Respectful Social Development and Interactions 257
Technology and Infants and Toddlers 257
Provide Engaging and Challenging Activities 258
Infant, Toddler, and Early Childhood Mental Health 260
Teaching and Learning in the Inclusive Classroom 263
Activities for Professional Development 264
Ethical dilemma: To Vaccinate or Not to Vaccinate? 264
Application Activities 265
chapter 8

The Preschool Years 266
Getting Ready for School and Life 266

What is Preschool? 266
- Why Are Preschools Growing in Popularity? 267
- Preschool Goals 269

What are Preschoolers Like? 271
- Physical and Motor Development 271
- Social and Emotional Development 274
- Cognitive Development 275
- Language Development 277
- Coding in Preschool 279

School Readiness 280
- School Readiness Skills and Dispositions 280
- STEM in the Preschool Classroom 283
- Readiness and Culture 286
- Transitions to Kindergarten 286

The Teacher’s Role in Encouraging Peer Interactions in Inclusive Preschool Classrooms 288
- “Letting Kids Help Each Other Is the Way to Go!” 289
- Peer Interactions in the Classrooms 289

Developmentally Appropriate Practice and the Preschool Curriculum 289
- Daily Schedule 289

Play in Preschool Programs 296
- Accommodating Play 296
- Planning for Play 298
- Kinds of Play 301

Activities for Professional Development 303
- Ethical dilemma: There’s Only One Way 303
- Application Activities 304

chapter 9

Kindergarten Today 306
Meeting Academic and Developmental Needs 306

The History of Kindergarten Education 306
- Kindergarten Today 308

Kindergarten: What Children are Like, Who Attends, and Formats of Programs 308
- Physical Development 310
- Social and Emotional Development 310
- Cognitive and Language Development 312
- Children Who Attend Kindergarten 312
- Formats of Kindergarten Programs 312
- Supporting Children’s Developmental Approaches to Learning 317

Environments for Kindergartners 319
- The Healthy Environment 319

The Respectful Environment 320
- The Supportive Environment 320
- The Challenging Learning Environment 321
- The Physical Environment 322
- The Social Environment 323

Curriculum in the Kindergarten Classroom 323
- Standards in Kindergarten 324
- Developmentally Appropriate Practice in the Kindergarten Classroom 324
- Literacy and Reading in Kindergarten 325
- Reading and Writing Workshops 329
- Lesson Planning 331
- Mathematics in Kindergarten 331
- Science in Kindergarten 334
- Social Studies in Kindergarten 334
- Technology in Kindergarten 336
- The Arts in Kindergarten 338
- Teaching and Learning in the Inclusive Classroom 339

Activities for Professional Development 340
- Ethical dilemma: Full-Day Kindergarten Poses a Problem 340
- Application Activities 340

chapter 10

The Primary Grades 342
Preparation for Lifelong Success 342

Teaching in Grades 1 Through 3 342
- Contemporary Schooling 342
- Contexts That Influence Teaching and Learning 343

What are Children in Grades 1 to 3 Like? 349
- Physical Development 351
- Social Development 352
- Emotional Development 353
- Moral Development 355
- Cognitive Development 356

Environments That Support Learning in the Primary Grades 357
- The Physical Environment 357
- The Social Environment 358
- Environments That Support Prosocial and Conflict Resolution Education 358

Curriculum in the Primary Grades 359
- Developmentally Appropriate Practice in the Primary Grades 359
- Teaching Practices 359
- Literacy and Reading in the Primary Grades 361
- Math in the Primary Grades 362
- Science in the Primary Grades 366
- Arts in the Primary Grades 369
- Social Studies in the Primary Grades 369
chapter 11

Educating Children with Diverse Needs 376
Ensuring Each Child Learns 376

The Individuals with Disabilities Education Act 376
IDEA's Seven Principles 377
Additional Provisions of IDEA 379
Consultation and Collaboration 382

Children with Disabilities 384
Children with Autism Spectrum Disorder 384
Children with Attention-Deficit/Hyperactivity Disorder 387
Teaching and Learning in the Inclusive Classroom:
Instructional Strategies for Teaching Children with Disabilities 391
Testing Strategies for Children with Disabilities 394

Teaching English Learners and Dual Language Learners 394
Every Student Succeeds Act 395
Dual Language Learners 396
Supporting the English Learner 397

Multicultural Education 398
Multicultural Awareness 399

Homeless Children 402
Effects of Homelessness on Children 402
Combating Homelessness 403

Activities for Professional Development 404
Ethical dilemma: Speak English First! 404
Application Activities 405

chapter 12

Guiding Children’s Behavior 406
Helping Children Be Their Best 406


Guiding Behavior in a Community of Learners 408
The Community of Learners 408

What is the Social Constructivist Approach to Guiding Behavior? 410
The Social Constructivist Approach: Piaget and Vygotsky 410
Guiding Behavior in the Zone of Proximal Development 411

Guiding Behavior with Scaffolding 411
Adult–Child Discourse 414
Private Speech and self-Guided Behavior 414

Twelve Steps for Guiding Behavior 415
Step 1: Use Constructivist Guidance Guidelines 415
Step 2: Guide the Whole Child 415
Step 3: Know and Use Developmentally Appropriate Practice 417
Step 4: Meet Children’s Needs 417
Step 5: Help Children Build New Behaviors 418
Step 6: Empower Children 419
Step 7: Establish Appropriate Expectations 420
Step 8: Arrange and Modify the Classroom Environment 422
Step 9: Model Appropriate Behavior 422
Step 10: Avoid Problems 423
Step 11: Develop a Partnership with Parents, Families, and Others 424
Step 12: Use and Teach Conflict Management 424

Applying the Twelve Steps 425
Expelled from Preschool? 425

Teaching and Learning in the Inclusive Classroom:
Accommodating Diverse Learners 428
Tangible Reinforcement 428
Activity-Based Reinforcement 428
Token Reinforcement 429
Social Reinforcement 429
Natural Reinforcement 429

Activities for Professional Development 431
Ethical dilemma: Boy in a Duffel Bag! 431
Application Activities 431

chapter 13

Parents, Families, and the Community 432
Building Partnerships for Student Success 432

Contemporary Views of Parent and Family Partnerships 433
Ownership 433
Increasing Student Achievement 433

Changing Parents and Families: Changing Involvement 434
Working Parents 434
Fathers 435
Single Parents 437
Teenage Parents 438
Prisons and Incarcerated Families 439
Homeless Families and Children 440
Multigenerational Families 442
Linguistically Diverse Parents and Families 442
Lesbian, Gay, Bisexual, Transgender, and Questioning Families 443
Military Families 446

Types of Parent and Family Involvement 448
Type 1: Personal or Individual Involvement and Empowerment 449
Type 2: Home and Family Involvement and Empowerment 449
Type 3: School-Based Involvement and Communication 449
Type 4: Community-Based Involvement, Empowerment, and Leadership 451
Type 5: Leadership, Decision Making, and Advocacy 451
Type 6: State and National Involvement 452
Home Visitation 452
Family Conferences 454
Making Contact by Telephone 455

Teaching and Learning in the Inclusive Classroom: Involving Families of Children with Disabilities 457
Community and Business Involvement 458

Activities for Professional Development 460
Ethical dilemma: Getting Parents to Exercise Their Rights Is the Highest Form of Parent Involvement 460
Application Activities 460

Appendix
Time Line: The History of Early Childhood Education 462

Endnotes 465
Glossary 491
Name/Author Index 499
Subject Index 502
SPECIAL FEATURES

APPLYING RESEARCH TO PRACTICE

• Supportive Teachers Play Critical Roles in Children’s Academic Success 23
• Highly Effective Teachers 36
• Children of Loss and Separation 45
• Linking Pre-K, Half-Day, and Full-Day Kindergarten to Third-Grade Reading: How to Spend the Funds 97
• Head Start Programs Increase Parent Involvement 150
• Using Data to Guide Teaching and Learning 187
• Professional Development is the Key to Success for Integrating Technology into the Classroom 217
• Safe Sleep Practice: What Research Tells Us 254
• Serve and Return Conversations 287
• Does Class Size Make a Difference? 361
• Daily Report Cards Improve Students’ Behavior 381
• Children and Self-Control: It’s All About the Brain! 420
• When The Opioid Crisis Hits Home: Parents Who Misuse Or Abuse Drugs 435

PROFESSIONALISM IN PRACTICE

• Teaching as a Passion 11
• Learning to Live Together: Creating Community at School 18
• How you can close the achievement gaps 50
• How to Create Classroom Environments That Support Peaceful Living and Learning 72
• The Dream Comes True 82
• How to Teach in a Child-Centered Program 93
• How to Scaffold Children’s Learning 110
• Tips for Implementing the Project Approach in Inclusive Classrooms 156
• Making a Difference 189
• iPads in the Early Childhood Classroom 213
• The Case for Continuity of Care in Infant and Toddler Classrooms 238
• How to Plan Appropriate Curriculum For Infants and Toddlers: The Importance of “Tuning-In” 256
• How to Plan a Stem Curriculum for Infants and Toddlers 259
• How to Promote Preschoolers’ Cognitive Development 276
• The Preschool Woodworking Center 294
• Using Blocks to Help Preschoolers Build Mathematical Skills 300
• 5E Lesson Plan: Literacy 332
• How to Integrate Literacy and Content Areas Across the Kindergarten Curriculum 335
• How to Implement a Successful Guided Reading Program 363
• Bright Ideas for Teaching Math 364
• 5E Lesson Plan: Geometry 365
• Children with Special Needs Need a Little Helping Hand 378
• How to Guide Hard-to-Manage Children to Help Ensure Their Success 412
• Supporting Military Families: The Importance of High-Quality Child Care 447
• The Home Library: Transforming At-Risk Readers 450
### DIVERSITY TIE-IN

- Meeting the Challenge: Teaching with Respect and Equity 22
- How to Help English Learners Succeed 60
- Providing Prenatal and Parental Support for American Indian Communities 88
- Providing for Diversity and Disability 146
- High-Stakes Tests Leave Minority and Low-Ses Students Behind 196
- Using Technology to Keep Children with Autism Safe 225
- Accommodating Diverse Infants and Toddlers 262
- Best Practices for English Learners 277
- The Kindergarten Achievement Gap Begins Before Kindergarten 314
- The Rich Get Richer 344
- Race, Socioeconomic Status, and Student Achievement 399
- Children’s Behavior and Socioeconomic Status 427
- Parents, Children, and School Absenteeism 441
- Getting Hispanic Parents Involved in Schools 444

### TECHNOLOGY TIE-IN

- Virtual Field Trips 10
- How Can You Help Families Keep Children Safe While Using Technology 69
- Using Technology to Implement Maslow’s Hierarchy of Needs 115
- Maria at the Apple Store 145
- Using Technology in the Assessment Process 181
- Technology and Interactive Media Are Here to Stay 205
- Rearing Infants and Toddlers in the World of Apps 258
- Using Computer Apps to Create Classroom and Child-Made Books 279
- Technology Tools to Enrich Kindergarten Learning 337
- How to Use Data-Driven Instruction 347
- Supporting Els with Technology 398
- High-Tech? Low-Tech? Both! 429
- Involving Families Electronically 456