

Objectives

Parent Activities

Resources

Describe how young children develop concepts.

§**Note to Teacher:** Activities related to perception can be used for early identification of visual, auditory and other problems.

Review "How Children Learn" handout.

Define the term "concept" in a group discussion.

Read *Child Development*, pp. 345-353 and chapter 14 or *A Child's Mind*, chapter 12.

Participate in a discussion. How do small children develop concepts, i.e., sensory exploration, motor manipulation, questioning, pictures, and mass media.

Listen to a presentation on Dale's cone of experiences. Discuss the implications in terms of parents helping children.

List with group several concepts a young child is learning, e.g., time, color, space, causal relationships, etc.

Study "Stages of Concept Formation" handout.

Using concept of "Daddy," show development of concepts from infancy to school age to 6.

Play games with "attribute blocks," grouping, labeling them, etc. Teacher will create a nonsense word describing an attribute of a grouping, e.g., "yarf," to mean round, try to determine the meaning of the made-up word. Relate experiences to ways children learn concepts.

HOME: With own child, work on color, space, animism, causal relationships. Record comments. Discuss in class.

Observe a toy demonstration on how a specific toy can be used to teach a concept.

Demonstrate suggested activity to assist preschooler in development of a concept.

HOME: Use toy with own child. Discuss results with class.

Demonstrate to class the use of a toy in teaching a specific concept, e.g., peg board and spatial relationships.

Read about Piaget's theories.

View film *Foundations of Reading and Writing*

Book: Taylor, Katherine. *Cognitive Tests for Preschoolers*.

Handout: "How Children Learn."

Books: Hurlock, Elizabeth. *Child Development*.

Beadle, Muriel. *A Child's Mind*.
Montessori, Maria. *Childhood Education*.

Standing, E. M. *Maria Montessori: Her Life and Work*.

Standing, E. M. *The Montessori Method: A Revolution in Education*.

Cole, Ann, et al. *I Saw a Purple Cow and 100 Other Recipes for Learning*.

*Dale, Edgar. *Audiovisual Methods in Teaching*.

Handout: "Stages of Concept Formation."

*Teaching Aid: Attribute Logic Blocks, Invicta Plastics Ltd.

Book: Arnold, Arnold. *Teaching Your Child To Learn*.

Specialist: Toy Librarian

Books: Gordon, Ira. *Child Learning Through Child Play*.

State Board of Education, Illinois Office of Education. *Pots and Pans: Activities for Parent and Child*.

Almy, Millie. *Young Children's Thinking*.

Pulaski, Mary. *Understanding Piaget*.

Piaget, Jean. *The Origins of Intelligence*.

Ginsberg, Herbert, and Oppet, Sylvia. *Piaget's Theory of Intellectual Development*.

*Film: *Foundations of Reading and Writing*, Campus Films.

| Objectives | Parent Activities | Resources |
|---|--|---|
| <p>Describe how children develop problem-solving skills:</p> <ol style="list-style-type: none"> 1. Comparing 2. Organizing 3. Anticipating results 4. Decision making | <p>Participate in a discussion on the importance of problem-solving skills in today's world. Include the issue of teaching preschoolers, do we want to teach a body of information or problem-solving skills?</p> <p>Listen to a presentation on the factors which are part of problem solving, i.e., comparing, organizing, anticipating results, decision-making opportunities.</p> <p>View filmstrip: <i>How a Young Child's Mind Grows</i>.</p> <p>Give examples of activities in which children can develop problem-solving skills by:</p> <ol style="list-style-type: none"> 1. Comparing 2. Organizing 3. Anticipating results 4. Making decisions <p>‡Have pictures or wallpaper samples to match. Match objects by textures, shape, size or color.</p> <p>Observe classroom, note activities which allow children opportunities for problem solving.</p> <p>Listen to the teacher work with the children. Record questions and comments she makes which encourage children in problem solving</p> | <p>Pamphlets: <i>Conditions for Learning</i>, DHEW. <i>The Ways Children Learn</i>, DHEW.</p> <p>Book: Westlake, Helen. <i>Children</i>, pp. 153-155.</p> <p>Filmstrip: <i>How the Young Child's Mind Grows</i> from the series <i>Preparing the Child for Learning</i>, Parents' Magazine Films.</p> |
| <p>Analyze the relationship of other needs and behaviors to the intellectual development of the preschool child</p> | <p>Note to Teacher: See reading readiness section under speech and language for more activities and resources</p> <p>With group list factors which affect the attention span of a child, e.g., activity level of the child, nature of the activity, subject matter, method of presentation, health of the child</p> <p>Discuss what is a reasonable length of time one can expect a 3 or 4 year old to stick to an activity. Would it depend on the activity?</p> <p>Discuss how attention span affects learning</p> <p>Read "The Short Attention Span - Fact and Myth"</p> <p>Observe several children of the same or varying ages at play. Record age, length of time at each activity. Compare according to age, individual differences</p> | <p>Books: Chess, Stella, et al. <i>Your Child Is a Person</i>, pp. 32-34. Bell, I. H. <i>Your Child's Intellect</i>, pp. 22, 123-124.</p> <p>Article: Broman, Betty L. "The Short Attention Span - Fact or Myth," <i>Childhood Education</i>, Dec., 1970, vol. 47, no. 3, pp. 156-158</p> |
| <ol style="list-style-type: none"> 1. Attention span | | |

Objectives

Parent Activities

Resources

2. Readiness

a. Physical

Describe factors other than intelligence which affect learning and intellectual development, i.e., motor development, self-concept, social contact, opportunities to learn.

Listen to a presentation on the concept of readiness, how learning is sequential.

Listen to a presentation on the relationship of motor development and intellectual processes and discuss in terms of readiness to learn.

Read and discuss definition of readiness in *Child Development*, p. 137.

Read and discuss section on readiness in *Good Schools for Young Children*, pp. 158-200.

Read in Piaget and Montessori on sequential learning.

View filmstrips on sequential learning.

Participate in a discussion on the differences between stimulating and encouraging a child's intellectual development and pressuring him to learn. What might the results of pressuring be?

Note to Teacher: Refer to the goal on emotional needs of the preschooler.

Participate in a discussion on how one's view of her/himself affects his ability to learn.

Discuss why would success experiences be needed in learning? How can you arrange for success experiences for your child?

Participate in a discussion, your reaction to the statement "Play is the work of children."

View film *Water Play*.

View film *Dramatic Play*.

In small group discussions list what a child might be learning in play, categorize by social, intellectual, motor development. Use examples of block building, sand or water play.

Pamphlet: Kiester, Dorothy. *Who Am I? — The Development of Self-concept*, Learning Institute of North Carolina.

Books: Hurlock, Elizabeth. *Child Development*.

Leeper, Sara. *Good Schools for Young Children*.

Book: Montessori, Maria. *Discovery of the Child*.

Filmstrip: *A Piaget Preschool Program in Action*, Knowledge Tree Films.

Books: Herron, R. E., and Sutton-Smith, Brian. *Child's Play*.

Radler, Don with Kephart, Newell. *Success Through Play*.

McLellan, Joyce. *The Question of Play*.

Ellis, M. J. *Why People Play*.

Caplan, Frank, and Caplan, Theresa. *The Power of Play*.

Dodson, Fitzhugh. *How To Parent*, pp. 74-75.

Arnold, Arnold. *Teach Your Child To Learn*, pp. 17-25.

Films: *Water Play for Teaching Young Children*, New York University.

Dramatic Play, An Integrative Process for Learning, Campus Films.

Analyze and describe parental reactions to preschoolers' intellectual development around the following issues:

1. Is he/she just playing?

Objectives

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2. How I cope with his/her constant exploration, experimentation, and questioning?

Devise strategies to assist and encourage the preschooler's intellectual development by:

1. Creating a learning environment

2. Selecting play materials

3. Selecting play activities

Discuss feelings related to coping with a preschooler's constant exploration, experimentation, and questioning.

Describe ways you try to meet your own needs for time, order, etc., in relation to this problem.

Develop and discuss definition of the term "learning environment" (an atmosphere where a child can safely explore, experiment, and manipulate).

Observe a preschool classroom, "The Learning Environment," for ideas on creating a learning environment at home.

Participate in a discussion on "How to set up a learning environment at home."

Read "A Guide to Play Materials," pp. 50-54.

Based on knowledge of how a young child learns, devise criteria for appropriate play materials keeping in mind safety, diversity of use, cost, etc.

Using criteria, list 10 to 15 items you would include in an emergency kit for your child's learning and play. Explain why you chose each.

View a class demonstration on making free and inexpensive toys.

List household items with which a young child could play.

Demonstrate to class a free or inexpensive toy you made and how to use it.

Review activities to aid in perception, concept development, creativity, problem solving.

Read *Play: Children's Business*.

Discuss the importance of outdoor play to a young child's development.

Make suggestions for apartment bound or suburban parent and preschooler for outings and activities.

Share ideas for interesting and appropriate outings with preschoolers

Check local flyers, newspapers, etc., for activities and classes for preschool children.

*Organization: Advisory and Learning Exchange.

Pamphlet: *Beautiful Junk*, DHEW.

Handout: "The Learning Environment."

*Article: "A Guide to Play Materials" from *Play: Children's Business*, Association for Childhood Education International.

Pamphlets: *Choosing Toys for Children of All Ages*, American Toy Institute.
Fun in the Making, DHEW.

Books: Dodson, Fitzhugh. *How To Parent*, pp. 329-359.

Arnold, Arnold. *Teach Your Child to Learn*, pp. 25-33.

Gesell, Arnola, et al. *Infant and Child in the Culture of Today*, pp. 383-392.

Books: Carson, Joan C. *Parent Power Primary Activities for the Home*

Cole, Ann, et al. *Recipes for Fun*.
Cole, Ann, et al. *More Recipes for Fun*.

Cole, Ann, et al. *Recipes for Holiday Fun*.

Post, Elizabeth (ed.). *Going Places with Children in the Washington Area*, Greenacres School.

Pamphlet: *Children's Business*, Association for Childhood Education International

Calendar "Ask Me," Children's Museum of Inquiry and Discovery

Objectives**Parent Activities****Resources**

4. Teaching specific concepts
a. Math concepts

Read about teaching specific concepts to children.

Review the importance of giving children experiences and opportunities to explore and manipulate their environment.

Discuss the following quote by Jerome Bruner on the process of education. "The foundations of any subject may be taught to anybody at any age in some form." Do you agree?

Observe in classroom and consider the following issues: (1) What math concepts are being taught, e.g., more-less, larger-smaller, under-over, longer-shorter, measurements and sets. (2) What activities does the teacher use to teach math concepts? (3) What approach does she use to introduce materials? Watch a child at work.

HOME Use "Teaching Math Concepts" handout.

Discuss what materials you could use at home to teach, e.g., buttons, noodles, strips of paper.

b. Science concepts

Discuss "The inquisitive nature of children makes them natural scientists." Do you agree?

‡ Plant bean seeds in clear plastic cups and watch them grow.

‡ Collect leaves and make leaf prints talk about shape, color, etc.

Keep a record of activities which the teacher uses to impart scientific knowledge, e.g., work with plants, seeds, leaves, bubbles, water (temperature and changes, what things float) light, magnets.

HOME Try simple activities with child which teach science concepts "Teaching Science Concepts" handout.

Demonstrate a science-oriented activity with children.

c. Social studies concepts,
e.g., community helpers,
holidays, the neighborhood

Observe and keep a record of activities which the teacher uses to teach social studies concepts, e.g., my neighborhood a trip to the fire station, making Indian costumes and drums, singing Indian songs.

Books: Taylor, Barbara. *A Child Goes Forth*.

Steffe, Leslie (ed.). *Research on Mathematical Thinking of Young Children*.

Marzollo, Jean, and Lloyd, Janice. *Learning Through Play*, chapters 6 and 8.

Jorde, Paula. *Living and Learning with Children*, pp. 25-40.

*Books: Lorton, Mary Baratta. *Workjobs*, pp. 129-238.

Board of Cooperative Educational Services of Nassau County. *While You're At It*.

Seefeldt, Carol. *A Curriculum for Child Care Centers*, chapters 10, 11, and 12.

Handout: "Teaching Math Concepts."

Book: Leeper, Sara. *Good Schools for Young Children*.

*Book: Althouse, Rosemary, and Main, Cecil. *Science Experiences for Young Children*.

Handout: "Teaching Science Concepts."

Objectives**Parent Activities****Resources**

HOME: Discuss with your child the concepts of where he lives — city or country, who are my neighborhood helpers, what my street name is, etc.

Make a home workers chart with the child. List the roles and responsibilities of each family member. Bring chart to class and discuss your child's perceptions.

GOAL: To Understand and Encourage the Motor Development of the Preschooler

| Objectives | Parent Activities | Resources |
|--|--|--|
| <p>Discuss the following factors which influence motor development:</p> <ol style="list-style-type: none"> 1. Physiological readiness 2. Method of learning 3. Individual differences 4. Opportunity to learn 5. Practice 6. Guidance 7. Motivation | <p>Read <i>Child Development</i>.</p> <p>Read <i>Perceptual and Motor Development in Infants and Children</i>, chapters 2-7.</p> <p>Listen to a presentation on factors influencing motor development.</p> <p>In discussion, separate factors which can be influenced by others and those which are intrinsic.</p> <p>Discuss the significance of the following factors: opportunity to learn, practice, guidance, motivation in your child's motor development.</p> | <p>Books: Hurlock, Elizabeth. <i>Child Development</i>, pp. 133-153.</p> <p>Cratty, Bryant. <i>Perceptual and Motor Development in Infants and Children</i>.</p> <p>Chaney, Clara M., and Kephart, Newell. <i>Motoric Aids to Perceptual Training</i>, chapter 1.</p> <p>National Association for the Education of Young Children. <i>The Significance of the Young Child's Motor Development</i>.</p> <p>Westlake, Helen. <i>Children</i>, chapter 6.</p> |
| <p>Observe and describe the sequence of motor development in the following areas:</p> <ol style="list-style-type: none"> 1. Head 2. Trunk 3. Arms and hands <ol style="list-style-type: none"> a. Handskills b. Handedness 4. Legs and feet 5. Hand preference | <p>Listen to a presentation on law of developmental direction.</p> <p>Participate in a discussion on the implications of developmental direction on the child's development and on parental expectations.</p> <p>Read <i>Child Development</i>, pp. 141-146 on hand skills or <i>Children</i>, pp. 217-226.</p> <p>Trace in class the development of hand skills in one or more of the following areas: self-feeding, self-dressing, self-grooming, writing, block building in the child from birth to five years.</p> <p>Discuss the child's hand skills and relate to parental expectations.</p> | <p>Book: Smart, Mollie, and Smart, Russell. <i>Children: Development and Relationships</i>.</p> <p>Pamphlet: <i>Motor Growth and Development</i>, Parent-Child Early Education Program.</p> |
| <p>Analyze the interrelationship of other needs and behaviors to motor development.</p> <ol style="list-style-type: none"> 1. Physical factors 2. Individual differences <ol style="list-style-type: none"> a. Sex b. Growth rate and pattern c. Quality of performance (speed, power, accuracy) | <p>Read <i>Children</i>, pp. 104-108.</p> <p>Listen to a presentation on hand preference, when it develops, whether to discourage a preference for the left hand. Discuss.</p> <p>Note to Teacher: Experts say strong hand preference often is not developed until six or seven years.</p> <p>Listen to a presentation on how nutrition, body height, weight, skeletal development, posture, illness and accidents affect development. Give examples of the above.</p> <p>Use log book and or "Your Unique Child Profile" handouts to record and describe own child's motor development.</p> <p>Listen to a presentation on the effect of sex differences, growth rate and patterns on development.</p> <p>Define by examples what is meant by quality of performance in motor development. Be sure to consider fine motor development.</p> | <p>Specialists: Physical therapist Physical education specialist</p> <p>Handouts: "Developmental Log Book." "Your Unique Child Profile."</p> <p>Books: Smart, Mollie, and Smart, Russell. <i>Children: Development and Relationships</i>.</p> <p>Hurlock, Elizabeth. <i>Child Development</i>.</p> |

Objectives

Parent Activities

Resources

- 3. Emotional needs
 - a. Self-image
 - b. Drive for independence
 - c. Body awareness

- 4. Speech coordination

- 5. Cognitive development

- 6. Social skills

Describe and analyze parental reactions to a preschooler's motor development.

- 1. Rate of development
- 2. Need for activity
- 3. Need to learn to control movements

Discuss the importance of recognizing individual differences in motor development and the implication of guiding, not pushing a child's development.

Discuss how body image can affect self-image in terms of sex, body build, weight, or stereotypes.

Observe a child and describe how strivings for independence are manifested in motor activities.

‡For body awareness — play Hap Palmer activity records. *Learning Basic Skills*, vol. 1 and *Getting To Know Myself*.

Discuss the significance of a preschooler learning body parts and their function. Practice with child.

View filmstrip: *Body Awareness and Gross Motor Abilities*. Discuss.

Observe teacher doing body awareness activities with children, e.g., Hokey Pokey. Try activities at home.

HOME: Note your child's growth in cognitive skills resulting from motor activities, i.e., labels: names body parts; predicts next move in game or dance; evaluates difficulty or ease of task; synthesizes; describes abilities to do something.

Discuss motor activities which a preschooler does with parents, siblings, peers, and what effect it may have on social interaction.

§**Note to Teacher:** Remind parents to record steps in child's development in the "Developmental Log Book."

Discuss your feelings regarding your own child's rate of development and activity level, coordination and balance.

Describe strategies which gives the preschooler an outlet for his energy and helps to develop his body.

Observe the teacher demonstrating slow controlled single arm or leg motions which counteract overactivity or to allow for relaxation.

Records: Palmer, Hap. *Learning Basic Skills*, vol. 1. *Getting To Know Myself*.

Filmstrip: *Body Awareness and Gross Motor Abilities*, Approaches to Learning Series.

Objectives**Parent Activities****Resources**

Use techniques to enhance large muscle development.

Suggest activities and/or play equipment which will support large muscle development. Discuss in terms of balance, coordination, movement, strength. How does this compare with the equipment on a typical playground?

‡Provide climber, slide, balance beam, balls for bouncing, work-bench, large cars and trucks for the children.

HOME: Use activities which promote large muscle development. Record comments. Discuss.

Use motor skill records for enjoyment, skill building, and relaxation.

Demonstrate an activity useful in enhancing large muscle development in preschool children.

Use techniques to enhance small muscle development.

Describe play materials useful in developing small muscle coordination. Discuss in terms of balance, coordination, movement, strength.

Observe teacher demonstrate proper pencil (crayon) and scissors hold. Practice this with child.

HOME: Use activities which promote small muscle development. Record comments. Discuss.

Demonstrate an activity useful in developing small muscle control in preschool children.

Use techniques to support continued eye-hand coordination.

Observe children in the classroom. List activities which develop eye-hand coordination, e.g., lacing board, scissors.

Records: Palmer, Hap. *Songs in Motion — Fine Motor Activities; Songs in Motion — Gross Motor Activities; Listening and Moving — Pretumbling Skills for Impulse Control; Listening and Moving — Relaxation Training; Learning Basic Skills Through Music.*

Book: Cratty, Bryant. *Active Learning.*

Children's Books: Wikland, Ilon. *See What I Can Do!*

Book: Carr, Rachel. *Be a Frog, a Bird, or a Tree.*

GOAL: To Recognize the Health and Safety Needs of Preschoolers

| Objectives | Parent Activities | Resources |
|--|---|--|
| <p>Describe concerns regarding bathing the preschooler.</p> | <p>Note to Teacher: Remember to periodically assess the effectiveness and relevancy of your teaching.</p> | <p>Children's Book: Zion, Gene. <i>Harry the Dirty Dog</i>.</p> |
| <p>Discuss appropriate clothing for a preschooler.</p> | <p>Discuss safety factors and ways to cope with child's fears and activity level.</p> | <p>Record: Guthrie, Woody. <i>Songs To Grow on for Mother and Child</i>.</p> |
| <p>Identify hazards to the preschooler's safety. List methods of prevention.</p> | <p>Discuss importance of bathtime, other than cleanliness, e.g., pleasure, relaxation, learning, etc.</p> | <p>Book: Brisbane, Holly, with Riker, Audrey Palm. <i>The Developing Child</i>.</p> |
| | <p>‡Read <i>Harry the Dirty Dog</i> on keeping clean.</p> | <p>Books: Fontana, Vincent. <i>A Parent's Guide to Child Safety</i>.</p> |
| | <p>‡Have children listen to <i>Songs to Grow on for Mother and Child</i>, "Swim-y Swim, Swim" and "Wash-y Wash, Wash".</p> | <p>‡Boston Children's Medical Center, <i>Child Health Encyclopedia</i>. ‡Film: <i>Accidents and Safety</i>, Roc-om.</p> |
| | <p>Listen to a presentation and discuss preschooler's interest in dressing and undressing self and making choices, what expectations parents should have of preschooler's abilities to do so and how to cope with these situations.</p> | <p>Pamphlets: <i>A Handbook of Child Safety</i>, Gerber Products Co., <i>Protecting Infants and Toddlers from Accidents</i>, Pampers, <i>A Safe Home for Children</i>, Mead-Johnson.</p> |
| | <p>Read <i>The Developing Child</i>, pp. 180-187.</p> | |
| | <p>Discuss which clothes are most practical for a preschooler, how stage of development affects choice of clothes; how to care for clothes; how to pick shoes for preschooler.</p> | |
| | <p>Read <i>A Parent's Guide to Child Safety</i>, pp. 1-43.</p> | |
| | <p>View film: <i>Accidents and Safety</i>.</p> | |
| | <p>Discuss characteristics of three and four year olds which make them especially prone to accidental injury (i.e., curiosity, increased mobility, neighborhood friends.)</p> | |
| | <p>List in group the most common types of accidents which occur in third and fourth years of life (i.e., poisoning, burns, drowning, falls, ingestion of foreign objects and motor vehicle accidents.)</p> | |
| | <p>Listen to a presentation discussing what a parent can teach a preschooler about safety.</p> | |

Objectives

Parent Activities

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List plan of action for the following emergencies:

1. Fire
2. Burns
3. Electric shocks
4. Poisoning
5. Drowning
6. Cuts, scrapes, punctures
7. Choking or asphyxiation

Recognize the feelings and possible resultant behavior of a sick or injured child.

Recognize reactions and feelings that parents may have when their child is sick or injured.

Identify routine health care procedures for the 2½- to 5-year-old child.

1. Medical
2. Dental

HOME: List daily routine of your preschooler and possible hazards he might encounter and also which times are more hazardous than others

1. Feeding — kitchen
2. Walking, climbing, running
3. Bathing — bathroom and medicine
4. Playing — indoors and outdoors
5. Tricycles
6. Crossing the street
7. Swimming
8. Riding in a car

Discuss and list precautions parents should take in each area of possible hazard.

Prepare a list of emergency phone numbers for your home.

Devise an escape plan for your family.

Listen to a presentation on emergency equipment to have in the home (i.e., poison antidotes, fire control devices, first aid materials).

Read pamphlet, *Panic or Plan*.

Check safety of your own child's environment and make necessary changes.

Read "Common Poisonous Plants" handout.

Listen to a presentation on how a child feels and acts when he is sick or injured. See Appendix.

Discuss possible reasons for changes in behavior during illness or after an injury.

Relate to behavior of own child during illness and discuss.

Listen to a presentation of how parents might feel when their child is sick or injured, i.e., worried, fearful, anxious, feelings of incompetency to care for child, helplessness, guilt, frustrated which may lead to anger, overprotection of the child.

Discuss and relate to your own feelings and experiences.

Listen to a presentation discussing the importance and procedures of regular physical check-ups and immunizations: "Choosing a Physician" handout.

Listen to a presentation concerning dental health and nutrition; when and how to introduce brushing of teeth.

Pamphlets: *First Aid Manual*, American Medical Association; *Panic or Plan*, Metropolitan Life; *Protecting Infants and Toddlers from Being Poisoned*, Pampers.

Speakers: Local fire department. Local Red Cross.

Appendix: "The Child's Concept of Illness."

Handouts: "Common Poisonous Plants." "Choosing a Physician."

Specialists: Public health nurse
Dentist
Dental hygienist
Physician

Objectives**Parent Activities****Resources**

Recognize the following common health problems and how to deal with them:

1. Respiratory infection
2. Gastrointestinal infection
3. Allergic reactions

★Develop activities appropriate for a sick or convalescing child.

Establish criteria on day care and babysitting for the child.

Listen to a presentation on treating minor illnesses at home. "When To Call the Doctor: Information Your Doctor Will Want To Know When Your Child Is Sick" handout.

Read *Child Care*: "Respiratory Problems," pp. 104-114; "Troubles in the Digestive Tract," pp. 137-148; "Allergy," pp. 83-98.

Read pamphlets: *Facts About Allergy; Allergy Research, An Introduction*.

Read and discuss "Activities for Sick and Convalescing Children" handout.

Read *I Saw a Purple Cow and 100 Other Recipes for Learning*. See contents on pp. 10-11 for activities for sick children.

Read and discuss pamphlets: *Day Care for America's Children; 20 Questions and Answers about Child Care in Montgomery County, Maryland; How To Choose a Day Care Center; Day Care Checklist*.

Listen to a presentation on child care facilities available in the community.

Describe ideal characteristics of a child care worker and child care center in a small group discussion and prioritize those that are essential and highly desirable.

Do above activity in regard to a babysitter.

View filmstrip: *Babysitting: The Job — The Kids*.

Develop an instruction list for the babysitter, including emergency phone numbers, bedtime for child, etc.

Read *The Pocket Guide to Babysitting*.

Describe ways a child might express his feelings about being separated from his parents.

Discuss ways to facilitate child's transition and adjustment to day care or with a babysitter.

Handout: "When To Call the Doctor: Information Your Doctor Will Want To Know When Your Child is Sick."

Book: *Child Care Manual*, Rocom.

Pamphlets: *Facts about Allergy*, Mead-Johnson. *Allergy Research, An Introduction*, DHEW.

Book: Spock, Benjamin. *Caring for Your Disabled Child*.

Handout: "Activities for Sick and Convalescing Children."

Book: Cole, Ann et al. *I Saw a Purple Cow and 100 Other Recipes for Learning*.

Pamphlets: *Day Care for America's Children*, Public Affairs Committee.

†20 *Questions and Answers about Child Care in Montgomery County, Maryland*. Montgomery County 4C Council.

Day Care Checklist: Home Care, Family Day Care Homes, Day Care Centers.

Organization: Montgomery County Coordinated Community Child Care Council.

Pamphlets: *Early Childhood Programs in Montgomery County. Choosing Child Day Care*, State of Maryland Department of Health and Mental Hygiene.

Filmstrip: *Babysitting: The Job — The Kids*, Guidance Associates.

Pamphlet: *The Pocket Guide to Babysitting*, DHEW.

GOAL: To Make Decisions Regarding the Education of the Preschooler

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|--|---|--|
| <p>Determine the value of nursery school for 3- and 4-year-old children.</p> | <p>Note to Teacher: Also refer to sections on day care in health and safety goal and needs of parents goal.</p> <p>Describe the possible advantages and disadvantages to a child and to a parent of attending a nursery school or day care center.</p> <p>Read about selecting school experiences for young children</p> <p>Listen to a panel of mothers who have children in nursery school describe what benefits their children are receiving.</p> | <p>Books: Leeper, Sara. <i>Good Schools for Young Children</i>, Beck, Helen. <i>Don't Push Me, I'm No Computer</i>, pp. 79-105.</p> <p>Chess, Stella, et al. <i>Your Child Is a Person</i>, chapter 17.</p> <p>Read, Katherine. <i>The Nursery School: A Human Relationships Laboratory</i>.</p> <p>Pitcher, Evelyn G., and Ames, Louise B. <i>Guidance Nursery School</i>.</p> <p>Dodson, Fitzhugh. <i>How To Parent</i>, pp. 177-181</p> |
| <p>Distinguish the qualities of a good school for young children</p> | <p>Listen to a presentation on the importance of evaluating preschool programs before selecting the best one for you and your child and the differences between nursery schools and day care centers</p> | <p>Pamphlet: <i>Some Ways of Distinguishing a Good Early Childhood Program</i>, National Association for the Education of Young Children</p> |
| <p>1. Health and safety factors</p> | <p>Read and discuss "Thinking about Nursery School" handout</p> <p>Read the checklist in <i>Some Ways of Distinguishing a Good Early Childhood Program</i></p> <p>In small groups, develop a checklist of health and safety factors to look for when choosing a nursery school.</p> | |
| <p>2. Adult guidance</p> | <p>Given your knowledge of growth and development and how children learn, discuss what roles adults should play in the nursery school program, what type of personality would you expect from the teacher, what relationship should there be between adults and children, and what is an ideal adult-child ratio?</p> <p>Working in small groups, develop a checklist to evaluate adult participation in the school.</p> | |
| <p>3. Facilities and play materials</p> | <p>Note the equipment and play space available in classroom. Talk about the purposes and needs for equipment and space.</p> <p>Develop a basic list of needs—facilities and equipment—indoor and outdoors for preschool classes in a small group discussion.</p> <p>Observe several schools, use a checklist to help evaluate each one.</p> | |

| Objectives | Parent Activities | Resources |
|---|--|--|
| <p>Identify some basic philosophical and organizational differences in preschool education.</p> | <p>NOTE: Most preschools hold open houses in early spring, but welcome visitors if prearranged at other times</p> | <p>Specialists: Representatives from: Montessori schools; Cooperative schools; Early Learning Centers; Schools based on Steiner philosophy; IPS-run schools; Schools based on Summerhill philosophy.</p> |
| <p>1. Montessori schools</p> | <p>Based on your checklist decide which school would best meet developmental needs of the child.</p> | <p>Book: <i>Montessori in Perspective</i>, National Association for the Education of Young Children.</p> |
| <p>2. Cooperative preschools</p> | <p>Listen to a speaker describe a Montessori school, its purpose, equipment, routines, etc</p> | <p>Books: Orem, R. C. <i>The Montessori Method</i>.</p> |
| <p>3. Early learning centers</p> | <p>Read about Montessori schools in America</p> | <p>Neill, A. S. <i>Summerhill</i>.</p> |
| <p>4. Others</p> | <p>Visit a Montessori school.</p> | <p>Organization: Montgomery County Council of Cooperative Nursery Schools</p> |
| <p>Church based schools Schools based on philosophy of Rudolf Steiner Individual Psychology Association (Rudolf Dreikurs) Summerhill (A. S. Neil)</p> | <p>Listen to a panel of mothers involved in a cooperative preschool describe purposes, routines, parent participation, benefits to a parent</p> | <p>Pamphlet: <i>Early Childhood Programs in Montgomery County</i>, National Organization for Women, Montgomery County Chapter.</p> |
| <p>Select a nursery school based on individual child and parent needs.</p> | <p>Visit a cooperative nursery school</p> | |
| <p>1. Child's needs</p> | <p>Listen to a teacher from an Early Learning Center Preschool (usually a private school) discuss purposes, routines, equipment, etc</p> | |
| <p>2. Parents' needs</p> | <p>Visit an Early Learning Center</p> | |
| | <p>HOME Considering the needs of your individual child, what type of nursery school might best suit him/her? What times, what frequency of attendance would be best?</p> | |
| | <p>HOME Visit several nursery schools in your neighborhood. Use checklists to compare them</p> | |
| | <p>Discuss what needs of parents should be considered when selecting a nursery school, e.g., location, times, day-care availability, costs, transportation, etc.</p> | |

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A Safer World for Babies and Toddlers. New Brunswick, New Jersey: Johnson & Johnson.

Stuttering. New York: Human Relations Aids.

Teach Me To Talk. Czuchna, Gordon. New York: GEBCO Standard Publishing Co., 1975.

Temper. New York: Human Relations Aids.

Thumbsucking. New York: Human Relations Aids.

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What To Buy in Child Restraint Systems. Washington, D.C.: U.S. Department of Transportation.

What To Tell Your Child About Sex. New York: Child Study Association of America.

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Young Children and Accidents in the Home. Washington, D.C.: Department of Health, Education and Welfare.

Your Baby's First Year. Washington, D.C.: Department of Health, Education and Welfare.

Your Child and Discipline. Washington, D.C.: National Education Association.

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Your Child's Appetite. Columbus, Ohio: Ross Laboratories.

Your Child's Fears. Columbus, Ohio: Ross Laboratories, 1972.

Your Premature Infant. Columbus, Ohio: Ross Laboratories.

JOURNAL ARTICLES

Broman, Betty L. "The Short Attention Span — Fact or Myth." *Childhood Education*, Dec. 1970, pp. 156-158.

Briggs, Dorothy. "How To Spell Love to Your Child." *Parent Cooperative Preschools International Journal*, Fall 1971, pp. 2-6.

DeFilippo, Kathy. "Little Girls and Picture Books: Problem and Solution." *The Reading Teacher*, April 1976, pp. 671-674.

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Seidenberg, Robert. "Redefining 'His' and 'Hers.' A Psychiatrist Speaks on Changing Family Roles." *Parenting, Association for Childhood Educational International*, 1973, p. 26.

Sternglanz, Sarah, and Serbin, Lisa. "Sex-Role Stereotyping in Children's Television Programs." *Developmental Psychology*, September 1974, pp. 710-714.

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Weitzman, Lenore J. et al. "Sex-Role Socialization in Picture Books for Preschool Children." *American Journal of Sociology*, May 1972, pp. 1125-49.

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NONPRINT MATERIALS

Filmstrips

Anger and Sadness from the series *The Development of Feelings in Children*. New York: Parents' Magazine Films. Filmstrip/Record.

Babysitting: The Job — The Kids. New York: Guidance Associates. Filmstrip.

Body Awareness and Gross Motor Abilities from the series *Approaches to Learning*. Boston, Mass.: Teaching Resources Corporation. Filmstrip.

Care for Two: Baby and You. Cincinnati, Ohio: Proctor and Gamble Company. Filmstrip.

Dependence vs. Independence from the series *The Child's Relationship With the Family*. New York: Parents' Magazine Films. Filmstrip/Record.

Expressing Feeling from the series *The Development of Feelings in Children*. New York: Parents' Magazine Films. Filmstrip/Record.

Fathers, Mothers, and Others. New York: J. C. Penney Co., Inc., 1975. Filmstrip.

Feeding Habits. Chicago, Ill.: International Film Bureau, Canadian Department of National Health and Welfare. Filmstrip.

First Steps, First Words from the series *The First 18 Months: From Infant to Toddler*. New York: Parents' Magazine Films, 1974. Filmstrip/Record.

From Four to Five: Entering the Big World from the series *How an Average Child Behaves*. New York: Parents' Magazine Films. Filmstrip/Record.

From Three to Four: Socialization Is the Task from the series *How an Average Child Behaves, From One to Two*. New York: Parents' Magazine Films. Filmstrip/Record.

From Two to Three: Pushing for Independence from the series *How an Average Child Behaves — From Birth to Age 5*. New York: Parents' Magazine Films, Inc., 1975. Filmstrip/Record.

- How a Child Sees Himself* from the series *The Child's Relationship With the Family*. New York: Parents' Magazine Films. Filmstrip/Record.
- How Feelings Grow* from the series *The Development of Feelings in Children*. New York: Parents' Magazine Films. Filmstrip/Record.
- How Language Grows* from the series *Preparing the Child for Learning*. New York: Parents' Magazine Films. Filmstrip/Record.
- How the Young Child's Mind Grows* from the series *Preparing the Child for Learning*. New York: Parents' Magazine Films. Filmstrip/Record.
- How To Deal With Fear* from the series *The Development of Feelings in Children*. New York: Parents' Magazine Films. Filmstrip/Record.
- Learning Everyday* from the series *Preparing the Child for Learning*. New York: Parents' Magazine Films. Filmstrip/Record.
- Love and Independence* from the series *Love and Identity*. New York: Parents' Magazine Films. Filmstrip/Record.
- Love and Joy* from the series *The Development of Feelings in Children*. New York: Parents' Magazine Films. Filmstrip/Record.
- Making Friends With the Family* from the series *The First 18 Months: From Infant to Toddler*. New York: Parents' Magazine Films. Filmstrip/Record.
- The Need for Attention* from the series *Love and Identity*. New York: Parents' Magazine Films. Filmstrip/Record.
- The New Arrival* from the series *The First 18 Months: From Infant to Toddler*. New York: Parents' Magazine Films. Filmstrip/Record.
- Nine Months To Get Ready* from the series *The Economics of Parenthood*. New York: Parents' Magazine Films. Filmstrip/Record.
- A Piaget Preschool Program in Action*. Little Neck, New York: Knowledge Tree Films. Filmstrip/Cassett.
- Play and Peer Relations* from the series *Play and Self Expression*. New York: Parents' Magazine Films. Filmstrip/Record.
- The Subject Is Love* from the series *Love and Identity*. New York: Parents' Magazine Films. Filmstrip/Record.
- When Children Are Afraid* from the series *Everyday Problems of Young Children*. New York: Parents' Magazine Films. Filmstrip/Record.

Films

- Accident Prevention*. Nutley, New Jersey: Rocom, Division of Hoffman-LaRoche, Inc.
- Bridging the Gap*. San Francisco, California: Cinematic Concepts Corp.
- Child Watchers*. New York: McGraw-Hill.
- Ego Development*. Del Mar, California: CRM Educational Films.
- Emotional and Social Development, Part II*. Costa Mesa, California: Concept Media.
- The Fussy Baby*. Newark, New Jersey: Rocom, Division of Hoffmann-La Roche, Inc.
- Foundations of Reading and Writing*. Scarsdale, New York: Campus Films.
- Four Families*. New York: McGraw-Hill.
- Language Development*. Del Mar, California: CRM Educational Films.
- Newborn*. New Brunswick, New Jersey: Johnson and Johnson.
- Rock-a-bye Baby*. New York: Time-Life Films, Inc.
- Water Play for Teaching Young Children*. New York: New York University Film Library.
- When Life Begins*. New York: McGraw-Hill.

Records.

- Glass, Henry, and Hallem, Rosemary. *Rhythm Stick Activities*. Freeport, New York: Educational Activities, 1974.
- Guthrie, Woody. *Songs To Grow on for Mother and Child*. New York: Folkways Records and Service Corp., 1958.
- Hallum, Rosemary, and Glass, Henry. *Activities for Individulization in Movement and Dance*. Freeport, New York: Educational Activities, 1973.
- Jenkins, Ella. *Play Your Instruments and Make a Pretty Sound*. New York: Folkways Records and Service Corp., 1968.
- Palmer Hap. *Getting To Know Myself*. Freeport, New York: Educational Activities, Inc., 1972.
- Palmer, Hap. *Homemade Band*. Freeport, New York: Educational Activities, 1973.
- Palmer, Hap. *Learning Basic Skills Through Music, Vol. I*. Freeport, New York: Educational Activities, Inc., 1969.
- Palmer, Hap. *Listening and Moving — Pre-Tumbling Skills for Impulse Control*. Freeport, New York: Educational Activities, Inc.
- Palmer, Hap. *Listening and Moving — Relaxation Training*. Freeport, New York: Educational Activities, Inc.
- Palmer, Hap. *Songs in Motion — Fine Motor Activities*. Freeport, New York: Educational Activities, Inc.
- Palmer, Hap. *Songs in Motion — Gross Motor Activities*. Freeport, New York: Educational Activities, Inc.
- Thomas, Marlo. *Free To Be You and Me*. New York: Artista Records, 1972.

ORGANIZATIONS

- Advisory and Learning Exchange, 1101 15th Street, NW., Washington, D.C. 20005
- American Society for Psychoprophlaxis in Obstetrics, P.O. Box 997, Adelphi, Maryland 20783.
- Childbirth Education Association, Box 5078, Alexandria, Virginia 22305.
- Individual Psychology Association of Greater Washington, Box 11, Gartett Park, Maryland.
- LaLeche League, 2710 N. Wyoming, Arlington, Virginia.
- Maryland Council of Parent Participation (Cooperative) Nursery Schools, 12601 Two Farm Drive, Silver Spring, Maryland 20904.
- Montgomery County Community Coordinated Child Care Council, 301 E. Jefferson Street, Rockville, Maryland 20850.
- Parent and Child, Inc., 420 University Blvd. E., Silver Spring, Md. 20910.

ADDITIONAL RESOURCES

Calendar

- Ask Me Too: 1976 Calendar of Events for Kids, Washington Area*. Washington, D.C.: Children's Museum of Inquiry and Discovery, Inc., 1976.

Charts

- "Baby's Mental Growth." Cincinnati, Ohio: Pampers, The Proctor and Gamble Co., 1972.
- "Baby's Social and Emotional Growth." Cincinnati, Ohio: Pampers, The Proctor and Gamble Co., 1972.
- "A Good Pregnancy Diet." Cincinnati, Ohio: Pampers, The Proctor and Gamble Co., 1972.
- "Please Listen to Me." Baltimore, Maryland: Maryland State Department of Education.
- "Steps in Baby's Physical Maturation and Motor Control." Cincinnati, Ohio: Pampers, The Proctor and Gamble Co., 1972.

Kit

- Developmental Language and Speech Center. *Teach Your Child To Talk*. New York: CEBCO/Standard Publishing, 1975.

Newsletter

"Growing Child" series. 22 N. Second Street, Lafayette, Indiana: Dunn and Hargitt.

Teaching Pictures

Tester, Sylvia. *Moods and Emotions: Teaching Pictures*. Elgin, Illinois: David C. Cook Publishing Co., 1970.

Objectives

Parent Activities

Resources

1. Types and patterns of elimination

*2. Diapering an infant

Identify the infant's need for rest and sleep by age and activity level.

* Identify social-emotional needs of the infant and how to satisfy them.

Read *Baby and Child Care*, pp. 172-175.

Read *Infant Care*, pp. 16-17.

Study and discuss "Your Infant's Bowel and Bladder Habits" handout.

Practice how to diaper.

Discuss Pampers vs. diapers, use of baby oils, powders, etc.

Discuss diapering as an opportunity 1) to observe the infant's skin and genitalia, 2) to allow the infant to explore own body, 3) to allow the infant to experience movement without confinement of diaper.

Discuss infant safety when diapering, i.e., do not turn back while the baby is on changing table.

Listen to a presentation discussing causes and treatment of diaper rash. Handout.

Read *Baby and Child Care*, pp. 206-207.

Listen to a presentation discussing differences between rest and sleep, need to change position, etc.

Listen to a presentation on the establishment of sleep pattern, the need for this, a regular bedtime, when to allow an infant to cry.

Contrast one infant's rest and sleep pattern to another infant of the same age.

Discuss how the need for sleep decreases.

Read in *Infants and Mothers*, pp. 113-131; 183-185. *The Developing Child*, pp. 113-117.

View film: *The Fussy Baby*.

* Participate in a discussion about how to provide a restful atmosphere for sleeping.

Contrast an infant's sleep needs with those of the parents.

Listen to a presentation on the effects of an infant sharing a room with parents on both the infant and the parents.

List as a participant in small group, basic psychological needs of newborn, e.g., trust, affection.

Book: Spock, Benjamin. *Baby and Child Care*.

Pamphlet: *Infant Care*, DHEW.

Handout: "Your Infant's Bowel and Bladder Habits."

Chart: "The ABC's of Diapering," Pampers.

Pamphlet: *Protecting Infants and Toddlers from Diaper Rash*, Pampers.

Handout: "Causes and Treatment of Diaper Rash."

Books: Brisbane, Holly E., with Riker, Audrey Palm. *The Developing Child*, pp. 113-117.

Brazelton, T. Berry. *Infants and Mothers*.

Newsletter: "Growing Child," Age 2 Months, Dunn and Hargitt.

Film: *The Fussy Baby*, Rocom.

| Objectives | Parent Activities | Resources |
|--|---|---|
| <p>1. Expression of infant needs</p> | <p>View film: <i>Rock-a-bye Baby</i>.</p> <p>Discuss how an infant expresses his needs.</p> <p>Read <i>Baby and Other Teachers</i>.</p> | <p>*Film: <i>Rock-a-bye Baby</i>, Time-Life.</p> <p>Newsletter: "Growing Child," first 6 issues, Dunn and Hargitt.</p> |
| <p>2. Positive Self-concept</p> | <p>Read <i>The Roots of Love</i>, chapters 1, 3, 4, 5.</p> <p>Discuss feelings you have when baby cries.</p> <p>Compare ways parents and infants have of expressing needs, resources for satisfying needs, feelings when needs are not met.</p> <p>Listen to a lecture on Erikson's first stage of emotional development — Trust vs. Distrust.</p> <p>In discussion relate the importance of satisfying emotional needs to the future development of the child.</p> <p>Listen to a presentation on the meaning and importance of self-concept. Discuss.</p> <p>Discuss the statement: "You are a mirror through which the child sees himself."</p> <p>Read <i>Who Am I? The Development of Self-Concept</i>.</p> <p>View filmstrip: <i>The Subject Is Love</i>.</p> | <p>Books: Aaronson, May, and Rosenfeld, Jean. <i>Baby and Other Teachers</i>.</p> <p>*Arnstein, Helene. <i>The Pools of Love</i>.</p> <p>Beadle, Muriel. <i>A Child's Mind</i>, chapter 4.</p> <p>Brisbane, Holly E., with Riker, Audrey Palm. <i>The Developing Child</i>, chapter 5.</p> <p>Erickson, Erik. <i>Childhood and Society</i>, chapter 7.</p> <p>Pamphlet: <i>Building Self-Confidence</i>, Human Relations Aids.</p> <p>*Book: Briggs, Dorothy. <i>Your Child's Self-Esteem, The Key to His Life</i>.</p> <p>Pamphlet: Kiester, Dorothy. <i>Who Am I? The Development of Self-Concept</i>. Learning Institute of North Carolina.</p> <p>Filmstrip: <i>The Subject Is Love</i> from the series Love and Identity, Parents' Magazine Films.</p> |
| <p>3. Separation Anxiety</p> <p>Recognize the basic needs of the infant for intellectual stimulation and how to meet them.</p> | <p>Listen to a presentation on separation anxiety as a normal stage of development. Handout.</p> <p>Discuss feelings you have when child finds it difficult to separate at bedtime, with babysitter, if you leave the room, etc.</p> <p>*Discuss ways of 1) lessening anxiety for both the parent and child, 2) helping the child through this phase of separation anxiety, 3) making this stage comfortable for parent.</p> <p>Note to Teacher: Remember to periodically assess with your students the effectiveness and relevancy of your teaching.</p> <p>Listen to a presentation on the importance of curiosity and exploration in an infant's development. Appendix.</p> | <p>Handout: "Separation Anxiety."</p> <p>*Book: Walters, Etta (ed.). <i>Mother-Infant Interaction</i>, Parts I and II.</p> <p>Appendix: "Working with Parents on the Importance of Curiosity and Exploration in an Infant's Development."</p> |

Objectives

Parent Activities

Resources

1. The importance of play in intellectual development

a) Toys that teach

Observe a child's curiosity when presented with a paper bag filled with familiar household throwaways, e.g., towel rolls, egg cartons, juice cans.

Develop in a group discussion a definition of play.

Read "Play: Defining, Valuing, Promoting." Appendix.

Relate play to the five developmental areas. Give examples.

Listen to a presentation on infant learning and toys.

Discuss how an infant plays with the same toy in different ways as the child grows older, e.g., observe and compare how a 6-month-old infant reacts when a toy is hidden to how a 10-month-old child reacts.

Read *Baby Learning Through Baby Play*, pp. 2-60.

Read *How to Play with Your Baby*, pp. 1-76.

Describe the characteristics of a good toy.

Read *Play: Children's Business*, pp. 50-54.

Listen to a presentation and share ideas on household items which can be used as toys, inexpensive toys, and toys you can make.

Read *What To Do When There's Nothing To Do*, chapters 1 and 2.

Read *Easy-To-Do Toys and Activities for Infants and Toddlers*.

Note to Teacher: Refer to the section on the Infant's Perceptual Development.

Discuss how to choose activities or toys appropriate to a child's age and abilities.

Discuss how parent-child interaction is just as significant as the play itself.

Read *Mother-Infant Interaction*, pp. 156-159.

Read and discuss the activities described in *Teach Your Baby*, pp. 11-119 or *Baby Learning Through Baby Play*, pp. 2-60.

Try activities at home with your baby. Share results with class.

Discuss toy safety

†Appendix: "Play: Defining, Valuing, Promoting."

Handout: "The Five Developmental Areas."

†Books: Gordon, Ira. *Baby Learning Through Baby Play*. Aston, Arizona. *How to Play with Your Baby*.

Pamphlet: *Play: Children's Business*. Association for Childhood Education International.

†Books: The Boston Children's Medical Center, and Gregg, Elizabeth. *What To Do When There's Nothing To Do*.

Upchurch, Beverly. *Easy-To-Do Toys and Activities for Infants and Toddlers*.

Books: Walters, C. Etta (ed.). *Mother-Infant Interaction*. Painter, Genevieve. *Teach Your Baby*.

Gordon, Ira. *Baby Learning Through Baby Play*.

Pamphlets: *Choosing Toys for Children of All Ages*, American Toy Institute.

For Kid's Sake, U.S. Consumer Product Safety Commission.

Objectives

Parent Activities

Resources

§2.Speech and Language

Read *Teach Your Child To Talk*, pp. 5-44. Discuss suggested activities from book.

Read *How Babies Learn To Talk*.

Read pamphlet: *Teach Me To Talk*.

Note to Teacher: Be sure to discuss the importance of appropriate parental responses, e.g., avoid baby talk.

Read and discuss possible activities which promote speech and language development. Handout.

Observe teacher demonstration of language games.

HOME: Practice language games from activity sheets at home.

Note to Teacher: Remind parents to log baby's speech and language development in developmental record.

Listen to a presentation on the sequence of perceptual development and how children learn based on development of sensory awareness and discrimination.

Discuss ways adults learn — importance of sensory information in learning.

Listen to a presentation explaining typical visual development of an infant.

Watch teacher demonstration of visual tracking or related activities.

HOME: Practice visual tracking or related activities. Discuss results in class of these activities.

HOME: Prepare home environment in ways to stimulate infant's visual perception. Consider the infant's age.

Share ideas and materials which foster visual perception in infants. Explain purpose of activities or material.

Listen to a presentation explaining normal auditory developmental behaviors, e.g., "attending" to sound, turning to locate, etc.

HOME: Create an environment so infant will be stimulated, but not confused by sound.

Share ideas and materials for use in auditory stimulation of infants. Explain use of materials.

†Kit: Staff of Developmental Language and Speech Center, "Teach Your Child to Talk," CEBCO/Standard Publishing.

Book: Pizzo, Peggy. *How Babies Learn to Talk*.

Pamphlet: Czuchna, Gordon. *Teach Me To Talk*, CEBCO/Standard Publishing.

†Book: American Speech and Hearing Association, *Partners in Language*, bilingual.

Handout: "Language Development."

Books: Lavatelli, Celia (ed.). *Language Training in Early Childhood Education*.

Cazden, Courtney (ed.). *Language in Early Childhood Education*.

Books: Beadle, Muriel. *A Child's Mind*, chapter 13.

†Arnold, Arnold. *Teaching Your Child To Learn*.

Newsletter: "Growing Child," Dunn and Hargitt.

3. Perceptual

*** a) Visual**

*** b) Auditory**

Objectives

Parent Activities

Resources

*** c) Tactile and Vestibular**

Describe the motor development of the infant and utilize ways to maximize that development.

Discuss importance of tactile and vestibular stimulation to the infant.

Read *Childhood and Adolescence*, pp. 12-13.

Discuss times and methods for providing tactile and vestibular stimulation.

§Note to Teacher: Remind parents to log their child's development in the developmental record.

Listen to a presentation discussing: 1) principles of growth and motor development; 2) relationship between perceptual and motor development. View and discuss chart: "Steps in Baby's Physical Maturation and Motor Control."

Read *Teach Your Baby*, pp. 33-53.

Read *Children: Development and Relationships*, pp. 643-648.

Read *Perceptual and Motor Development in Infants and Children*, chapters 1, 2.

Read "Growing Child" newsletters for 3 Months, 4 Months, 6 Months.

Trace the development of 1) locomotion; 2) eye-hand coordination; and 3) manipulation in an infant, birth-6 months or 6-12 months.

Record your child's development in the "Developmental Log Book."

Watch teacher demonstrate activities which strengthen muscles or develop coordination.

Select activities from the following books:

The Baby Exercise Book

How To Keep Your Child Fit from Birth To Six, pp. 1-60.

Note to Teacher: These are controversial books. Parents should be reminded that exercising or stimulating their infant is to be a pleasurable experience for both parent and child. Be sure to emphasize that these activities will not necessarily speed up the rate or improve motor development.

Practice activity in class with baby.

***HOME:** Practice activities at home with baby, record results, ideas for other activities, etc.

Discuss results in class in terms of an individual infant's reaction.

Book: Stone, L. Joseph, and Church, Joseph. *Childhood and Adolescence*.

Chart: "Steps in Baby's Physical Maturation and Motor Control," Pampers.

Book: Painter, Genevieve. *Teach Your Baby*.

Newsletter: "Growing Child," Dunn and Hargitt.

Books: Smart, Mollie, and Smart, Russell. *Children: Development and Relationships*.

Cratty, Bryant. *Perceptual and Motor Development in Infants and Children*.

Handout: "Developmental Log Book."

Books: Levy, Janine. *The Baby Exercise Book*.

Prudden, Bonnie. *How To Keep Your Child Fit from Birth to Six*.

GOAL: To Recognize the Health and Safety Needs of Infants

| Objectives | Parent Activities | Resources |
|---|---|--|
| <p>Identify bathing and clothing needs of the infant.</p> | <p>Observe a bath demonstration.</p> <p>Discuss bathing in terms of frequency, timing.</p> <p>Read <i>The Developing Child</i>, pp. 91-96.</p> <p>Participate in a discussion listing the other development needs which can be met during baby's bath, i.e., physical and social stimulation.</p> <p>In a group, discuss which clothes are most practical for infants of different ages; how stage of physical development can affect choice of clothes; how to care for clothes; how to pick shoes for an infant; etc.</p> <p>Read <i>The Developing Child</i>, pp. 96-100.</p> | <p>Book: Brisbane, Holly E., with Riker, Audrey Palm. <i>The Developing Child</i>.</p> <p>†Book: Editors of Consumer Reports. <i>Consumers' Union Guide to Buying for Babies</i>.</p> |
| <p>Identify hazards to the infant's safety. List methods of prevention.</p> | <p>Listen to presentation about accidents which are a leading cause of death in childhood; how two factors, 1) individual behavior, i.e., infant uses mouth for exploration, and 2) a hazardous environment are responsible for most accidents; best method of protection is learning how they act at different stages of development and removing potential hazards from the home.</p> <p>List in a group discussion most common types of accidents that occur during first year, i.e., falls, objects, burns, drowning, suffocation, and motor vehicle accidents.</p> <p>Relate causes of accidents to developmental needs and stages of children.</p> <p>List daily routine of your infant and possible hazards he might encounter, also which times are more hazardous than others, i.e., sleeping.</p> <ol style="list-style-type: none"> 1. Crib, bassinet, car, playpen, carriage 2. Feeding 3. Moving about 4. Bathing (bathroom, medicines) 5. Playing (toys) <p>Discuss and list precautions parents should take in each area, i.e., how to babyproof a home.</p> <p>View film <i>Accident Prevention</i>.</p> | <p>Pamphlets: <i>Young Children and Accidents in the Home</i>, DHEW. <i>Protecting Infants and Toddlers from Accidents</i>, Proctor and Gamble. <i>A Safer World for Babies and Toddlers</i>, Johnson and Johnson.</p> <p>Books: Fontana, Vincent, <i>A Parent's Guide to Child Safety</i>. The Boston Children's Medical Center. <i>Child Health Encyclopedia</i>, part 2.</p> <p>Pamphlets: <i>For Kid's Sake and Crib Safety — Keep Them On the Safe Side</i>, U.S. Consumer Product Safety Commission. <i>What To Buy in Child Restraint Systems</i>, U.S. Department of Transportation. <i>A Handbook of Child Safety</i>, Gerber. <i>Toy Safety</i>, Bureau of Product Safety.</p> <p>†Film: <i>Accident Prevention</i>, Roccom.</p> |

Objectives

Parent Activities

Resources

List a plan of action for the following emergencies:

1. Fire
2. Burns
3. Electric Shocks
4. Poisoning
5. Drowning
6. Cuts, Scrapes, Punctures
7. Choking or Asphyxiation

Identify the routine health care procedures that occur the first year.

Recognize the following common health problems during infancy and when to call the doctor:

1. Respiratory Infections
2. Fever
3. Colic
4. Constipation — Diarrhea
5. Rash
6. Allergic Reactions
7. Teething

★Establish criteria on babysitting and Day Care for a child.

Prepare a list of emergency phone numbers for home.

Devise an escape plan for your family.

Listen to a presentation on emergency equipment to have in home, i.e., fire control devices, and first aid materials.

Read "Common Poisonous Plants" handout.

Listen to a presentation discussing the importance and procedures of regular physical check-ups and immunizations. "Choosing a Physician" handout.

Listen to a presentation about treating minor illness at home. Read "When To Call the Doctor: Information Your Doctor Will Want To Know When Your Child Is Sick" handout.

Read *Pregnancy, Birth and the Newborn*, chapter 19.

View film: *The Fussy Baby*.

Practice taking an infant's temperature.

Read *Child Care Manual*.

Read "Choosing Child Day Care."

Describe ideal characteristics of a child care worker in a small group discussion and prioritize those that are essential and highly desirable.

Read about choosing a baby sitter and do activity listed above.

Develop an instruction list for a babysitter.

Read and discuss pamphlets: *Day Care for America's Children: 20 Questions and Answers About Child Care in Montgomery County, Md.*; *Day Care Checklist: Home Care, Family Day Care Homes, Day Care Centers*.

Listen to a speaker on local day care facilities.

Discuss ways to facilitate child's transition and adjustment to day care or with a babysitter.

Pamphlets: *First Aid Manual*, American Medical Association. *A Brief First Aid Summary*, Travelers' Insurance Companies. *First Aid for the Family*, Metropolitan Life.

Handout: "Common Poisonous Plants."

Handouts: "Choosing a Physician" and "When To Call the Doctor: Information Your Doctor Will Want To Know When Your Child Is Sick."

Books: The Boston Children's Medical Center, *Child Health Encyclopedia*, chapters 5, 6, 7. †Shiller, Jack. *Childhood Illness*.

Book: The Boston Children's Medical Center, *Pregnancy, Birth and the Newborn*.

Books: Sutherland Learning Associates. *Child Care, Rocom*.

Spock, Benjamin. *Baby and Child Care*.

Pamphlets: *Choosing Child Day Care*, Maryland State Department of Health and Mental Hygiene.

The Pocket Guide to Babysitting, DHEW.

Day Care for America's Children: 20 Questions and Answers About Child Care in Montgomery County, Md. Montgomery County 4C's Council.

†Organization: Montgomery County Community Coordinated Child Care Council.

TODDLER
(12-30 Months)

GOAL: To Determine Appropriate Expectations of Growth and Development

| Objectives | Parent Activities | Resources |
|---|---|---|
| <p>§Discuss the influence of the following factors on development:</p> <ol style="list-style-type: none"> 1. Heredity 2. Sex 3. Environment | <p>Note to Teacher: It is suggested that the "Developmental Log Book" be given to each parent at the beginning of the parent education course. See curriculum introduction and "Developmental Log Book" handout.</p> <p>Listen to a presentation discussing the influence of heredity, sex and environment, e.g., nutrition, exercise, illness, emotions, parents.</p> <p>Read <i>How Children Grow</i>.</p> <p>Read <i>A Child's Mind</i>, chapters 2, 3, 17.</p> <p>Discuss factors a caregiver can influence.</p> <p>Write observable characteristics of infants at varying points on a continuum indicating the importance of environment or heredity on the development of each characteristic, e.g., sex, eye color, activity level, I.Q., stubbornness, irritability, affection, body build.</p> | <p>Handout: "Developmental Log Book."</p> <p>Book: Hurlock, Elizabeth. <i>Child Development</i>, chapter 4.</p> <p>†Pamphlet: <i>How Children Grow</i>, NIH.</p> <p>Books: Church, Joseph. <i>Understanding Your Child from Birth to Three</i>, pp. 142-160.</p> <p>†Beadle, Muriel. <i>A Child's Mind</i>.</p> |
| <p>§Define the following five developmental areas:</p> <ol style="list-style-type: none"> 1. Physiological 2. Motor 3. Intellectual 4. Social 5. Emotional | <p>Listen to a presentation defining the five developmental areas.</p> <p>Using the puzzle on the five developmental processes, list in a group discussion the corresponding developmental needs on a blank puzzle form. Handout.</p> <p>Read and discuss the relationship among five developmental areas. Handout.</p> <p>Discuss how success and satisfaction in one area lead to success and satisfaction in another. Give examples from your own experience.</p> | <p>Handouts: "The Five Developmental Areas." "The Five Developmental Areas Puzzle."</p> |
| <p>§Discuss the interrelationship of the five developmental areas.</p> | <p>Read <i>What We Can Learn from Infants</i>, pp. 8-24.</p> | <p>†Pamphlet: Dittman, Laura (ed.). <i>What We Can Learn from Infants</i>, National Association for the Education of Young Children.</p> |
| <p>§Describe the characteristics of a 1-year-old child.</p> | <p>Note to Teacher: Point out to group that throughout course you will be working on ways to enhance development through diet, exercise, emotional satisfaction, etc.</p> <p>Review the milestones of first year of life.</p> | <p>Charts: "Baby's Social and Emotional Growth; Baby's Mental Growth; Steps in Baby's Physical Maturation and Motor Control," Pampers.</p> |
| <p>§Objective and parent activities relating to early identification of special needs.</p> | | |
| <p>†Excellent teacher resource.</p> | | |

Objectives**Parent Activities****Resources**

§Describe characteristics of the 18-month-old child.

Read and discuss *Toddlers and Parents*, prologue and chapter 1.

Describe some basic differences between infants and toddlers. Relate how these changes affect you as a parent — how your task will be easier, how harder?

View filmstrips: *From One to Two: The Toddler Emerges; First Steps, First Words; or A Time for Adventure*.

Read and discuss "Characteristics of the 18 Month Old" handout.

Observe a group of 18 month olds. Write down behavioral examples of the following typical characteristics: (1) Need to explore environment, (2) Need to experiment, (3) Attempts at asserting independence, (4) Need to be dependent, (5) Expression of immediate needs.

Discuss: The British call a toddler a "run-about baby." List other appropriate names which could describe the toddler.

Read about the toddler in *Infant and Child in the Culture of Today*, chapter 14.

On a developmental chart, write in major milestones of development during second year of life in the five areas of development.

Note to Teacher: Remind parents to record their child's height and weight and track their development in log book. It is vital to stress to parents that the orderly sequence of development is as important as the age a milestone is achieved. Emphasize this fact in all stages of development.

Do expectation exercise on what you anticipate a 2 year old will be like.

Read and discuss "Characteristics of the 2-Year-Old Child" handout.

View filmstrip: *From Two to Three: Pushing for Independence*.

Go back to expectation exercise, compare expectations before study and after.

†Books: Brazelton, T. Berry. *Toddlers and Parents*.

Dodson, Fitzhugh. *How To Parent*, chapter 3.

†Gesell, Arnold, et. al. *Infant and Child in the Culture of Today*, chapters 12-13.

Filmstrips: *From One to Two: The Toddler Emerges* from the series *How an Average Child Behaves — From Birth to Age Five*.

First Steps, First Words and *A Time for Adventure* from the series *The First 18 Months: From Infant to Toddler*, Parents' Magazine Films.

Handout: "Characteristics of the 18 Month Old."

Books: Stone, L. Joseph, and Church, Joseph. *Childhood and Adolescence*, chapter 5.

Gesell, Arnold, et. al. *Infant and Child in the Culture of Today*.

Handout: "Characteristics of the 2-Year-Old Child."

Filmstrip: *From Two to Three: Pushing for Independence* from the series, *How an Average Child Behaves — From Birth to Age Five*, Parents' Magazine Films.

Objectives**Parent Activities****Resources**

§Describe characteristics of the 2½-year-old child.

§Describe how behavior usually changes in a patterned, predictable manner.

§Discuss the following factors affecting individual differences in growth and development:

1. Rate
2. Pattern
3. Heredity
4. Environment
5. Cultural differences
6. Ordinal position in family

Read and discuss "Characteristics of the 2½-Year-Old Child" handout.

Discuss changes in social development that often occur at this time and implications for changes in activities, i.e., more interested in peers but not able to share, very attached to mother.

Listen to a presentation discussing various patterns in behavior, e.g., equilibrium vs. disequilibrium.

Give examples of equilibrium and disequilibrium in your own child.

Read selections from *Toddlers and Parents* and *Your Child Is a Person*.

Listen to a presentation summarizing theories on individual personality and activity level differences present from birth.

Note to Teacher: See "Origins of Personality" handout.

Review inherited and environmental factors influencing development.

Place on a continuum observable characteristics of toddlers indicating the importance of heredity or environment on the development of each characteristic.

Participate in a discussion on the importance of accepting your child's individual pattern and personality. What are the possible results in forcing change?

View film: *Four Families*, and discuss cultural influences on individual differences.

For further cultural comparisons of personality differences from different child rearing techniques, read *Two Worlds of Childhood, U.S. and U.S.S.R.* and *Children of the Dream*.

Listen to a presentation of Adlerian theory, the influences on personality according to ordinal position in the family. See Appendix.

§HOME: Fill out profile of own child in terms of size, eating patterns, sleeping patterns, activity level, etc. "Your Unique Child" handout.

Handout: "Characteristics of the 2½-Year-Old Child."

Book: Gesell, Arnold, *et al. Infant and Child in the Culture of Today*, chapter 16.

Books: Gesell, Arnold, *et al., Infant and Child in the Culture of Today*, chapters 1, 2, 3.

Hg, Frances L., and Ames, Louise Bates. *Child Behavior*.

Chess, Stella, *et al. Your Child Is a Person*, chapters 1, 2, 3, 4.

Books: Brazelton, T. Berry. *Toddlers and Parents*.

†Chess, Stella, *et al. Your Child Is a Person*.

†Gesell, Arnold, *et al. Infant and Child in the Culture of Today*, pp. 31-46.

Handout: "Origins of Personality."

Film: *Four Families*, McGraw-Hill.

Books: Bronfenbrenner, Urie. *Two Worlds of Childhood: U.S. & U.S.S.R.*

Bettleheim, Bruno. *Children of the Dream*.

Appendix: "Ordinal Position in Family and Personality."

Handout: "Your Unique Child."

Objectives**Parent Activities****Resources**

§Identify and track patterns of growth and development of an individual child.

Participate in discussion on the importance of following child's developmental progress, i.e., determining his/her rate of growth, better understanding individual patterns, identifying special needs such as learning difficulties or giftedness.

Discuss how this information can be used to help others (child care workers, physician, school personnel) understand your child.

§Log child's progress periodically in developmental record.

Note to Teacher: Logging should be a continuing process — remind parents frequently to use record. This can be a major source for early identification of special needs.

Handout: "Developmental Log Book."

GOAL: To Guide the Toddler's Behavior

Objectives

Parent Activities

Resources

★Establish appropriate expectations of behavior for the toddler.

Note to Teacher: A good introductory activity for this goal is to ask parents to tell "What bothers me most about my child."

Review the basic characteristics of the toddler. Discuss in terms of his/her needs and methods of expressing them; his/her abilities for self-control.

Note to Teacher: Refer to the goal "Determining Appropriate Expectations of Growth and Development."

Discuss: If I were a toddler and wanted to explore the world, how might I feel or react if I constantly heard "no, no."

Role play — one adult move around room inspecting objects; other adults say "no" to each attempt at inspection. First adult describe how she/he felt with constant "no's" given to her/him.

Listen to a presentation on how having reasonable expectations of behavior, based on developmental levels, can reduce behavior problems, e.g., can't expect toddler to sit still with group of adults for any length of time — must keep him busy with books, toys, food, etc.

Observe how teacher gauges activities to the mood, abilities, activity needs, etc. of the group.

Develop a list of times when a parent has to provide for a toddler's needs; brainstorm: (1) anticipated toddler behavior, (2) some possible ways of dealing with situation.

Read *How To Parent*, pp. 74-80.

Develop a definition of the words: guidance and discipline.

Read and discuss "Discipline Is Guidance and Teaching" handout.

Read *The Magic Years*, pp. 241-251.

Book: Dodson, Fitzhugh. *How To Parent*.

Handout: "Discipline is Guidance and Teaching."

†Books: Fraiberg, Selma. *The Magic Years*.

†Arnstein, Helene. *The Roots of Love*.

Taylor, Katharine. *Parents and Children Learn Together*, chapters 3, 4, 5.

Objectives**Parent Activities****Resources****★1. Effective communication**

Discuss the quote by Fritz Redl on long-range and short-range goals of discipline. What are the differences between the two? Will short-term techniques lead to long-range goals?

Listen to a presentation on the importance of using positive communication with young children.

Read and discuss "Phrases to Use with Preschool Children." Handout.

Read *Don't Push Me, I'm No Computer*, pp. 145-148.

HOME: Practice communicating with own child using model from "Phrases to Use with Preschool Children." Report back to class on how you felt using positive phrases and how the child reacted?

Listen to a presentation on the importance of listening to preschool child and the technique of active listening.

Develop and practice techniques of good listening habits in group. Look at pictures of preschoolers and "listen" to what body language tells you about them and how they are feeling.

Discuss "body language" and how to interpret it.

Role play in small groups (one person being small child, one a parent, one as observer) using listening skills.

Discuss techniques of getting toddler to listen to you, e.g., eye contact, short, simple directions, touch child, etc.

Role play in small groups — getting and keeping toddler's attention.

OR

HOME: Practice techniques of listening and getting your child's attention.

Listen to a presentation on how children learn by imitation.

Note to Teacher: Emphasize to parents the value of modeling behavior as a teaching tool.

Give examples of times you have noticed your child imitating your behavior.

Quote by Fritz Redl: "... Disciplining is helping children grow up to be healthy well-organized and reasonably happy young men and women. ... discipline is short range (immediate) and long range."

Books: Ginott, Haim. *Between Parent and Child*.

†Briggs, Dorothy. *Your Child's Self-Esteem*.

†Satir, Virginia. *Peoplemaking*, chapters 2-5.

†Beck, Helen. *Don't Push Me, I'm No Computer*.

Gordon, Thomas. *P.E.T.: Parent Effectiveness Training*.

Handout: "Phrases to Use with Preschool Children."

Teaching Pictures: *Moods and Emotions*, David C. Cook Publishing Co.

★2. Modeling behavior

Objectives**Parent Activities****Resources****01. Setting limits**

Discuss the importance of keeping words and actions consistent, e.g., what does a child learn if after he has knocked down younger brother, if you say, "Never hit people smaller than you," and slap his hand or bottom.

Observe how the teacher models appropriate behavior with small children. Discuss.

Observe the teacher as a model of appropriate language and behavior with young children. Handout.

Participate in a discussion on: Do children need limits? Why? How many, how narrow? What are some necessary limits?

Note to Teacher: Point out the danger of setting more limits than can be consistently enforced.

Describe ways you can set limits for toddler, e.g., setting the environment-gates, etc., some no-no's, simple directions, removing from scene, etc.

List some common behavior problems of toddlers.

Listen to a presentation on ways to modify the environment: enriching, impoverishing, simplifying, limiting space, substituting activities. Discuss.

In small groups, brainstorm ways of modifying environment to alleviate problems at meal time, dressing time, playtime, bedtime, clean-up time.

Share examples with the group of how you changed home environment to cut down on possible behavior problems.

Listen to a presentation on:

1. The importance of allowing children to make choices.
2. How to state choice clearly to child, e.g., would you like to wear the green shirt or the red shirt and how to indicate there is no choice, e.g., "It's time to wash hands," not "Would you like to wash hands."

Note to Teacher: Emphasize to parents that there are many times when a young toddler cannot face even a simple decision and the parents will have to make the decision to avoid frustrating their toddler.

Book: Taylor, Katharine. *Parents and Children Learn Together*, chapter 4.

Handout: "Children Need Adults for Guidance."

*Book: Aronstein, Helene. *The Roots of Love*, pp. 101-124, 131-141.

Book: Gordon, Thomas. *P.E.T.: Parent Effectiveness Training*, chapter 8.

Pamphlet: *A Guide to Better Discipline*, Science Research Associates.

Book: Dreikurs, Rudolf, and Grey, Loren. *Logical Consequences*.

Handout: "Phrases to Use with Preschool Children."

Objectives

Parent Activities

Resources

#6. Logical consequences

Read *Children: The Challenge*, chapter 6.
 Define natural and logical consequences.
 Give examples.
 Observe teacher as a model — jot down instances when and how she allows choices, when she makes it clear there is no choice.
 HOME: Devise ways of allowing your child choices at meal time, bedtime, clean-up time. Be sure the choices are genuine and that you can live with the decision. Write down these examples and share them with the class.

Read examples from *While You're At It*, p. 10.

Listen to a speaker from IPA talk about how to use logical consequences, and the psychological benefits derived from their use.

Give examples of how logical consequences can be used in guiding a toddler's behavior.

Participate in a discussion on "Is punishment necessary for a toddler?" What might a toddler learn when you punish him/her? Review other guidance methods which might be more effective.

Read *The Magic Years*, pp. 251-264.

Discuss: Should a parent reward good behavior? How?

Discuss the difference between a reward, e.g., praising good behavior and bribing. "I'll give you a lollipop if you behave in the store." What will a child learn from bribery?

Listen to a presentation about the Behavior Modification Theory of reinforcement and extinction.

Listen to a presentation on how to use praise, e.g., specific, immediate, etc. Apply the use of praise and criticism with a toddler.

Read *While You're At It*, pp. 11-16.

Read *Between Parent and Child*, chapters 2, 3.

Participate in a discussion, "What might a toddler learn from parental threats?" What happens if threat is not carried out? Are threats an effective form of discipline?

†Books: Dreikurs, Rudolf with Soltz, Vicki. *Children: The Challenge*.
 Dreikurs, Rudolf with Grey, Loren. *Logical Consequences*.
 Dreikurs, Rudolf, and Grey, Loren. *A Parent's Guide to Child Discipline*.

Book: Board of Cooperative Educational Services of Nassau County. *While You're At It*.

Organization: Individual Psychology Association.

#7. Reward and Punishments

a) Praise and Criticism

b) Threats

*Books: Fraiberg, Selma. *The Magic Years*.

Beck, Helen. *Don't Push Me, I'm No Computer*, pp. 137-144

Specialist: Psychologist specializing in Behavior Modification.

Book: Gordon, Thomas. *P.E.T.: Parent Effectiveness Training*, chapter 6.

Books: Board of Cooperative Educational Services of Nassau County. *While You're At It*, pp. 3-30.

Ginott, Haim. *Between Parent and Child*.

Pamphlets: *Et. al. Children Solve Problems: Why Children Misbehave; and Understanding Hostility in Children*, Science Research Associates.

GOAL: To Recognize and Understand the Needs of Toddler's Parents

| Objectives | Parent Activities | Resources |
|--|--|--|
| Recognize the needs of adults. | <p>Note to Teacher: Remember to periodically assess the effectiveness and relevancy of your teaching.</p> <p>Listen to a presentation on Maslow's hierarchy of needs and Erikson's Eight Stages and discuss how these theories apply to adult needs and development. See Appendix.</p> <p>Review developmental tasks, i.e., independence vs. dependence, expressing feelings, accepting limits, giving and receiving affection. Discuss in terms of parental development and give examples from personal experience.</p> | <p>Books: Maslow, Abraham. <i>Motivation and Personality</i>, chapter 11.</p> <p>Erikson, Erik. <i>Childhood and Society</i>.</p> <p>†Satir, Virginia. <i>Peoplemaking</i>.</p> <p>Barbara, Virginia and Skaggs, Merrill. <i>The Mother Person</i>.</p> <p>†Shoohy, Gail. <i>Passages: Predictable Crises in Adult Life</i>.</p> <p>Appendix: "Maslow's Hierarchy of Needs and Erikson's Eight Stages of Human Development."</p> |
| Recognize the need of parents to be treated as individuals. | <p>Note to Teacher: Point out that adults have the need to be dependent at times as well as independent.</p> <p>View film: <i>Bridging the Gap</i>.</p> <p>Participate in a discussion about one's feelings of being treated as a parent or spouse rather than an individual.</p> <p>Fill out and discuss "Views of Self and Family Roles" handout and discuss my roles, interests, activities in terms of how I see myself, am I meeting my personal needs. Discuss.</p> | <p>†Film: <i>Bridging the Gap</i>. Cinematic Concepts Corp.</p> <p>Book: McBride, Angela Barron. <i>The Growth and Development of Mothers</i>.</p> <p>Handout: "Views of Self and Family Roles."</p> |
| <p>Relate special considerations in families where both parents work.</p> <p>1. The working mother</p> | <p>Discuss and list in small groups the pros and cons of both parents working. Consider the psychological needs of both parent and child (including age of child), finances, physical demands of being a parent, worker, and taking care of the home.</p> <p>Discuss alternatives to a full-time job, school, or child care, e.g., volunteer work, creative work, part-time job, academic or recreational classes.</p> <p>Read and discuss <i>Working Mothers</i>, chapters 3, 4, 5 and <i>The Mother Who Works Outside the Home</i>.</p> <p>Read and discuss "The Working Mother: Not Guilty." <i>Your Child Is a Person</i>, chapter 19.</p> | <p>Book: Hoffman, Lois and Nye, F. Ivan. <i>Working Mothers</i>.</p> <p>Books: Brazelton, T. Berry. <i>Toddlers and Parents</i>, chapters 2, 4, 9.</p> <p>Dreikurs, Rudolf. <i>The Challenge of Marriage</i>.</p> <p>†Curtis, Jean. <i>Working Mothers</i>.</p> <p>†Olds, Sally. <i>The Mother Who Works Outside the Home</i>.</p> <p>Book: Chess, Stella, et al. <i>Your Child Is a Person</i></p> |

Objectives**Parent Activities****Resources****2. Day Care**

Discuss the following issues of fatherhood:

1. Fathering role**2. Child's needs**

Relate ways in which the marital relationship is affected by parenthood.

1. Recognizing and meeting the needs and feelings of one's spouse

Review criteria for day care and discuss how day care affects the child.

Note to Teacher: See the goal on Day Care.

Discuss feelings (guilt, shame, relief) parents may have when giving up child care responsibilities to others.

Listen to a panel of parents who have outside jobs and those who are at home with the toddler. Discuss their lifestyles; whether they would prefer switching roles; how they manage time, responsibilities, etc.

Note to Teacher: Fathers should be included in all aspects of curriculum. An evening session with fathers is an excellent idea when possible.

Read *How To Father*, chapters 1 and 3.

Read *Father Power*, chapters 4, 5, 7.

Develop a functional definition of the word "father."

Listen to a panel of fathers discuss what fatherhood means to them. See Appendix.

Discuss what role a father may take in raising a toddler.

Participate in a discussion on father's needs and conflicts involved with being a husband, parent and wage-earner.

Discuss what needs a male figure can especially satisfy for a toddler.

Fathers: Discuss what it would be like to be home all day as a house-husband.

Note to Teacher: It is ideal to have both parents present for this discussion.

Read *Proplemaking* chapters 4, 5, 9.

Participate in a discussion on how one's spouse might feel about relationship and life-style changes after children.

Do an expectations exercise — How do I expect my marriage and life-style to change now that I am a parent. Discuss.

HOME: Do expectations exercise with spouse.

†Book: Faber, Adele, and Mazlish, Elaine. *Liberated Parents, Liberated Children*.

Books: Dodson, Fitzhugh. *How To Father*.

†Westlake, Helen. *Children*, pp. 44-54.

Biller, Henry, and Meredith, Dennis. *Father Power*.

Appendix: Suggested Topics for a Panel of Fathers.

†Book: Lynn, David B. *The Father: His Role in Child Development*.

Book: McGrady, Mike. *The Kitchen Sink Papers*.

Books: Satir, Virginia. *Proplemaking*.

O'Neill, Nena, and O'Neill, George. *Open Marriage: A New Life Style for Couples*.

Dreikurs, Rudolf. *The Challenge of Marriage*.

Appendix: "Expectations Exercises."

Objectives**Parent Activities****Resources****2. Communicating needs and feelings to one's spouse**

Participate in discussion on "Finding time for each other."

Discuss the importance of communicating feelings with one's spouse.

Listen to a lecture/demonstration of communication techniques, i.e., active listening and "I" messages. Practice and role play.

Discuss whether there are specific male and female roles in a marriage; what areas are unique; in what areas are roles interchangeable?

Describe situations and times when you need to share household and child care responsibilities with spouse.

Discuss how a sharing relationship can enhance your own identity and communication with your spouse.

View filmstrip: *Fathers, Mothers, and Others*. Discuss.

Note to Teacher: Extend an open invitation for fathers and grandparents to visit classes. Having this happen seems to create new understanding and sharings among family members and the class as a whole.

Listen to a presentation with diagrams on transactional analysis — 3 ego states of parent, adult, child.

Discuss in terms of a person playing all 3 roles at different times — you are still your mother's child, etc.

Read *Proplemaking*, chapter 16. Discuss in terms of your relationship with your parents or in-laws.

Discuss your feelings when there is a conflict and ways to communicate feelings to parents or in-laws.

Describe situations where you and your parent differ on approach to child-rearing and discuss alternative methods of handling the above situation.

Listen to a presentation of "I Messages" for communication feelings.

Practice sending "I Messages."

Study "Using I Messages" handout.

*Book: Gordon, Thomas. *P.E.T.: Parent Effectiveness Training*.

Book: Lynn, David B. *The Father: His Role in Child Development*.

Filmstrip: *Fathers, Mothers, and Others*, J. C. Penney Co.

Book: Harris, Thomas. *I'm OK, You're OK*.

Books: James, Muriel, and Jongeward, Dorothy. *Born to Win*. Satir, Virginia. *Proplemaking*.

*Book: Gordon, Thomas. *P.E.T.: Parent Effectiveness Training*, chapters 6 and 7.

Handout: "Using I Messages."

GOAL: To Understand the Physiological Needs of the Toddler

Objectives

Parent Activities

Resources

FEEDING

Identify the basic nutritional needs in terms of amount and kind of food needed for the following ages:

12-15 months old

16-24 months old

25-30 months old

Analyze the expression and interrelationship of other needs and behaviors.

1. Social

2. Emotional

3. Motor

4. Cognitive

‡Children's activity.

Listen to a presentation discussing the typical changes in appetite after the first year of life and amount and kind of foods necessary for good health. Discuss why the child may need differing amounts of food at different ages.

Prepare a meal in class with appropriate portions for a child 12-15 months old, 16-24 months old, or 25-30 months old.

Discuss parental attitudes and feelings regarding child's decrease in appetite.

Discuss the importance of making mealtime a social period for the toddler, and how to do this.

Discuss expectations you have of your child's table manners and self-feeding ability. Are they realistic? What can be expected of children this age? Tie-in with a discussion of child's conflicting needs for independence and dependence and his increased motor ability and activity.

View and discuss filmstrip: *Feeding Habits*.

Read and discuss "Making Mealtime Fun for Parent and Child" handout.

Read *Child Behavior* chapter 4; *Toddlers and Parents*, pp. 61, 62, 108-109, 202-208.

Discuss the emotional consequences of pressuring a child to eat when he is not interested.

How might a child react?

What will he be learning about food; about you?

(Relate discussion to how you feel when you are forced to do something against your will.)

Give examples relating finger foods, use of utensils, and pouring to motor development

‡Have small plastic juice pitchers so children can pour for themselves.

Discuss concepts a child can learn about food — color, texture, size, weight.

‡Prepare foods with different colors, e.g., beets, corn, greens; different textures, e.g., chewy raisins, smooth pudding, etc. With children, talk about similarities and differences.

†Specialists: Nutritionist, Public Health Nurse.

†Book: The Boston Children's Medical Center, *Child Health Encyclopedia*, pp. 35-37.

Pamphlets: *Your Child's Appetite*, Ross Laboratories.

Food Before Six, National Dairy Council.

Meal Planning for Young Children, General Mills.

Filmstrip: *Feeding Habits*, International Film Bureau, Canadian Department of National Health and Welfare.

Handout: "Making Mealtime Fun for Parent and Child."

Books: Ilg, Frances, and Ames, Louise. *Child Behavior*.

†Brazelton, T. Berry. *Toddlers and Parents*.

Lansky, Vicki. *Feed Me, I'm Yours*.

Objectives**Parent Activities****Resources**

Discuss feelings parents may have about:

1. Amount of food toddler consumes.
2. Frequency and length of meals
3. Self-help and neatness during feeding

*Devise strategies to make mealtimes a positive experience for both parent and child.

TOILETING

Identify physical factors which indicate readiness for toilet training.

Analyze the expression and interrelationship of other needs and behaviors.

1. Emotional readiness and need of parents and child
2. Social need

Analyze parental reactions to the process of toilet training the child.

1. External pressures
2. Attitudes toward sexuality and modesty

Do an expectation exercise on feeding your child.

Note to Teacher: Ask questions based on amount of food toddler eats, frequency of meals, manners, neatness, etc.

Talk about your feelings when toddler refuses to eat, or spills and drops food. How could you respond, e.g., providing clean-up materials, serving small amounts, etc.

HOME: Analyze feeding situation at home in terms of:

1. Manageability and Practicality
2. Enjoyment by Toddler and Parent
3. Nutrition

Discuss analysis in class.

Discuss ways of scheduling, modifying the environment, etc., which make the feeding situation easier.

List factors which indicate readiness for toilet training, i.e., physical readiness, language, desire to please parent.

Listen to a presentation on necessary neuromuscular control prerequisite to toilet training — how to recognize the physical signs.

Discuss parents' needs to have child toilet trained.

Discuss reasons a child may or may not be interested in training — his emotional, social, and physical needs.

Read and discuss: *How To Parent*, pp. 132-143; *Your Child Is a Person*, pp. 81-86; *The Roots of Love*, pp. 125-130, pp. 179-181; or *Child Behavior*, chapter 6.

Discuss the psychological implications of forcing control too soon or too punitively.

*Provide children with an opportunity to play with the following materials: mud clay, finger play with chocolate pudding, brown play dough. Discuss with the children the concept of hard and soft.

Discuss why children may be fascinated or interested in playing with their feces.

HOME: Provide an opportunity for them to play with substitute materials, e.g., play-dough.

Discuss external pressures on parents to have a child who is trained, i.e., their own parents, peers, nursery schools, etc.

Books: Dodson, Fitzhugh. *How To Parent*.
 Chess, Stella, et al. *Your Child Is a Person*.
 Fraiberg, Selma. *The Magic Years*.
 Arnstein, Helene. *The Roots of Love*.
 Ilg, Frances, and Ames, Louise. *Child Behavior*.

Objectives

Utilize strategies which motivate and assist the toddler in developing bowel and bladder control:

REST AND SLEEP

Recognize the need for rest and sleep according to:

1. Age

2. Activity level

3. Patterns for active and quiet times

4. Health

Parent Activities

In small groups, discuss ways toddler learns by imitation and how parents' attitudes of modesty may inhibit this learning.

Read and discuss *Toilet Training in Less than a Day*. Note to Teacher: This is a very controversial book that has some good ideas; be sure to discuss its pros and cons.

View filmstrip: *Dependence vs. Independence*.

Read and discuss "Tips on Toilet Training" handout.

Exchange ideas in small groups of techniques which have been successful at home.

HOME: Read with child and talk about: *No More Diapers*.

With the group and leader, create a developmental continuum from early signs of readiness for training to total responsibility for toileting oneself. Place own child on continuum and describe expectations and strategies for the future.

Listen to a presentation on how age, individual activity level, and amount of daily activity influence the amount of sleep and rest a toddler needs.

Read *Your Child Is a Person*, pp. 50-60 or *Child Behavior*, chapter 5.

Discuss the need to alternate active and quiet times during the day in child's daily pattern.

Discuss giving up naptimes at an early age and the difference between nap and rest or quiet time. Discuss the effect of "impoverishing" the environment before rest and sleep periods.

HOME: Describe your own child's daily pattern of rest and activity on a general time chart — showing naptime, bedtime, meals, and active play.

Plan daily routine to suit toddler's needs for rest and activity (recognizing needs of other family members.) Include in discussion what time is bedtime.

Discuss the effect a child's health has on the need for rest and sleep and ways to meet special needs.

Resources

Book: Azrin, Nathan, and Foxx, Richard. *Toilet Training in Less than a Day*.

Filmstrip: *Dependence vs. Independence* from the series *The Child's Relationship with the Family*, Parents' Magazine Films.

Handout: "Tips About Toilet Training."

Book: Selzer, Joac. *No More Diapers!* (out of print)

Book: Chess, Stella, et al. *Your Child Is a Person*.

Book: Ilg, Frances, and Ames, Louise. *Child Behavior*.

Pamphlets: *Your Child and Sleep Problems and Your Child's Fears*. Ross Laboratories.

Objectives

Parent Activities

Resources

Describe how emotional needs can interfere with rest or sleep.

1. Fears of sleep and darkness

2. Need to assert independence

Describe parental reactions and feelings when child is resistant to sleep and/or expresses fears.

Utilize techniques which promote rest or sleep for the child.

1. Preparing the environment

2. Changing from crib to bed

Use book or flannel board: *Lisa Cannot Sleep*. Talk with children about bedtime. Ask, "Do you ever have trouble going to sleep? Do you sometimes take a favorite animal or blanket to bed with you?"

Read *Understanding Your Child from Birth-Three*, pp. 29, 30, 83-85 on fears and nightmares.

Discuss and relate to individual experiences with your toddler.

Read and discuss "Your Child and Sleep" handout.

Read about fears in childhood, *Child Development*, pp. 191-194.

Discuss: How does a toddler feel when he is put to bed in his room for the night. Role play child's feelings when a party is going on downstairs.

Discuss the emotional needs of a toddler and how not meeting these needs can create sleep problems.

In small group, discuss feelings which occur when child resists sleep, is fearful, or has nightmares at night.

Discuss parental needs for privacy, rest, etc.

With group, describe setting, objects (e.g., blanket, story book, teddy bear) and routines which will prepare the toddler for sleep. Place on a chart.

HOME: Analyse home setting in terms of toddler's sleep needs.

Try reading quiet bedtime stories before sleep time.

Discuss "What to do when child awakens during night." Include issue of sharing one's bed with child.

Discuss changing a child from crib to bed in terms of emotional impact, timing, etc.

Children's Book: Beckman, Per, and Beckman, Kaj. *Lisa Cannot Sleep*.

Books: Fraiberg, Selma. *The Magic Years*, pp. 59, 78-93. Kelly, Marguerite, and Parsons, Elia. *The Mother's Almanac*, pp. 46-47, 77.

Book: Church, Joseph. *Understanding Your Child From Birth to Three*.

Handout: "Your Child and Sleep."

Book: Hurlock, Elizabeth. *Child Development*.

Children's Books: Brown, Margaret. *Goodnight Moon*. Hoban, Russell. *Bedtime for Frances*.

GOAL: To Understand and Meet the Social and Emotional Needs of Toddlers

Objectives

Parent Activities

Resources

Identify the social and emotional development of the toddler.

1. Positive Self-concept

Note to Teacher: Remember to periodically assess the effectiveness and relevancy of your teaching.

Refer to Maslow's hierarchy of needs. Discuss importance of social and emotional needs. See Appendix.

Listen to a presentation on the meaning and importance of self-concept.

View filmstrip: *How a Child Sees Himself*.

Discuss the statement: "You are a mirror through which the child sees himself."

Discuss and describe how some of your child's behavior may tell about how child feels about himself.

‡Use magnifying glass to explore skin, fingers, hair, etc.

Use tape recorder to identify voice characteristics.

Keep height and weight charts of children on the wall.

Make hand or foot printing.

Read and discuss poem: "Children Learn What They Live." See Appendix.

Read *Your Child's Self-Concept* or *How to Spell Love to Your Child*.

View filmstrips: *The Subject Is Love*, *The Need for Love*, or *Love and Independence*.

View filmstrip and discuss: *Emotional and Social Development*, Part II.

Read *Who Am I? The Development of Self-Concept*.

Observe a child for activities which encourage self-concept, e.g., pouring own juice at snack time. Listen for statements which help promote a positive self image.

Observe a child in the classroom; note ways by which teacher and materials help promote his/her self-esteem. Handout.

Read *T.A. for Tots* with your child.

★Describe activities you can do with a small child to make him more aware of self.

†Book: Maslow, Abraham. *Motivation and Personality*, chapter 11.

Appendix: "Maslow's Hierarchy of Needs and Erikson's Eight Stages of Development."

Specialist: Child psychologist.

Filmstrip: *How a Child Sees Himself*, from *The Child's Relationship with the Family*, Parents' Magazine Films.

Children's Books: Hutchins, Pat. *Titch*.

Freeman, Don. *Dandelion*.

Appendix: "Children Learn What They Live."

Article: Briggs, Dorothy. "How To Spell Love to Your Child," *Parent Cooperative Preschools International Journal*, Volume II, Fall 1971, pp. 2-6.

†Book: Briggs, Dorothy. *Your Child's Self-Esteem: The Key to His Life*.

Filmstrips: *The Subject Is Love*; *The Need for Attention*; and *Love and Independence* from *Love and Identity*, Parents' Magazine Films.

Film: *Emotional and Social Development*, Part II, Concept Media.

Pamphlet: Keister, Dorothy J. *Who Am I? The Development of Self-Concept*, Learning Institute of North Carolina.

Handout: "Emotional Development Self-Esteem Observation Sheet."

Book: Freed, Alvyn. *T.A. for Tots*.

| Objectives | Parent Activities | Resources |
|---|---|--|
| <p>2. Asserting independence and keeping dependency needs</p> | <p>Listen to a lecture on Erikson's first two stages of emotional development, Trust vs. Mistrust and Autonomy vs. Shame and Doubt.</p> <p>Observe some toddlers at play — give examples of ways they demonstrate their need to be independent or dependent.</p> <p>HOME: Observe your own child, write examples of how he/she is working toward independence, of how he/she shows dependence needs — for example, in toilet training.</p> <p>Read <i>Toddlers and Parents</i>, Introduction, Prologue, chapters I and V.</p> <p>Discuss how some expressions of independent needs appear as seemingly "negative" or difficult behavior.</p> <p>★Share strategies for accepting independence needs that still maintain desirable limits.</p> <p>Note to Teacher: Be sure to emphasize the unevenness of the move toward independence; that there are many backward steps; and that adults also have dependency needs.</p> | <p>†Book: Erikson, Erik. <i>Childhood and Society</i>, chapter 7.</p> <p>Pamphlet: <i>Building Self-Confidence</i>. Human Relations Aids.</p> <p>Books: Goodman, David. <i>A Parents' Guide to the Emotional Needs of Children</i>.</p> <p>Rogers, Carl. <i>On Becoming a Person</i>.</p> <p>Smart, Mollie, and Smart, Russell. <i>Children: Development and Relationships</i>, chapter 8.</p> <p>†Newman, Barbara, and Newman, Phillip. <i>Development Through Life</i>, pp. 37-41, 73-82.</p> <p>Brazelton, T. Berry. <i>Toddlers and Parents</i>.</p> |
| <p>3. Decision making</p> | <p>Listen to a presentation on the importance of small children developing the ability to make decisions as a part of the process of moving toward independence. Discuss.</p> <p>★In small group discussion, list examples in daily routine with toddler, where toddler could be allowed decision-making opportunities.</p> <p>Note to Teacher: Discuss with parents that it is sometimes overwhelming for a toddler to make even a simple decision.</p> | <p>Book: Westlake, Helen. <i>Children: A Study in Individual Behavior</i>, pp. 164-171.</p> |
| <p>4. Adjusting to limits and expectations</p> | <p>Listen to a presentation on the toddler's need for limits and controls and his/her need for freedom of choice and chance to explore.</p> <p>★Discuss ways of dealing with these conflicting needs.</p> <p>Listen to a presentation on "self-control and the toddler — reasonable expectations" and discuss.</p> <p>Observe your own child and others in the classroom on their responses to frustrating situations. Observe how the teacher models socially acceptable outlets. Handout.</p> | <p>Handout: "Self-Control Observation-Sheet."</p> |
| | <p>Role play a choice-making situation — first with guidelines that would frustrate a child, repeat with more realistic choice situations.</p> | |

Objectives

Parent Activities

Resources

5. Expressing feelings

Listen to a presentation describing range of feelings in a toddler, how they are similar and different from adults.

Read *Child Behavior*, chapter 7, on tension outlets. Discuss.

Read *Toddlers and Parents*, pp. 1-2, 4-5 and discuss the concept "ego disintegration" as described by Brazelton; when it usually occurs, how it affects the parents and child. Develop methods to cope with difficult times of the day.

View filmstrips: *Expressing Feeling and How Feelings Grow*.

In a small group, list ways toddlers express their good and bad feelings, e.g., aggression, tantrums, hugs, sucking fingers, etc.

Read *How To Parent*, pp. 98-120 or *Toddlers and Parents*, pp. 43-44, 88, 156, 188.

Discuss your feelings when your toddler is having a temper tantrum in private and in public.

★ Discuss ways to deal with tantrums, i.e., not to reward or reinforce them but to let the child save face.

List possible causes (recent or distant in time) for aggressive behavior.

★ Brainstorm methods for alleviating the behavior.

List some possible causes of withdrawal behavior.

★ Brainstorm methods of alleviating the behavior.

In small group discussion, describe ways you show affection to your child. Star the ways to which your child responds best; put an X by those ways he/she resists.

List ways your child expresses affection toward you, your spouse, other adults.

Listen to a presentation on the social development of the toddler, emphasizing his self-centered point of view.

Discuss the toddler's ability to share with peers, based on what you know about the toddler's social development.

Book: Ilg, Frances, and Ames, Louise. *Child Behavior*.
† Brazelton, T. Berry. *Toddlers and Parents*.

Filmstrips: *Expressing Feeling and How Feelings Grow* from The Development of Feelings in Children, Parents' Magazine Films.

Books: Dodson, Fitzhugh. *How To Parent*.
Brazelton, T. Berry. *Toddlers and Parents*.

Pamphlet: *Temper, Human Relations Aids*.

Book: Westlake, Helen. *Children*, p. 185.

Pamphlet: *From "I" to "We,"* DHEW.

a. Temper tantrums

b. Aggressive behavior — hitting, biting, etc.

c. Withdrawal behavior — rocking, finger-sucking, etc.

6. Giving and receiving affection

a. Need for affection

b. Self-centeredness

c. Peer relations

Objectives

Parent Activities

Resources

d. Parents' demonstration of affection to each other

7. Jealousy and sibling rivalry

8. Separation anxiety

Listen to a presentation on the toddler's peer relationships including: solitary play, parallel play, nonverbal play, inability to share. Discuss.

Note to Teacher: Relate the toddler's inability to share to Piaget's second stage of development — child cannot imagine another person's viewpoint.

Read and discuss "Social Development — Sharing" handout.

Observe a group of toddlers at play — jot down examples of solitary, parallel, and associative play.

Devise strategies to help toddlers with peers in regard to sharing or dividing play activities.

Observe a group of toddlers for signs of needing or asking for affection, giving affection.

Discuss what a toddler can learn by the way a parent expresses affection with spouse.

Discuss a toddler's reaction to new baby in terms of: "How would you feel and react if your spouse brought home a new wife/husband?"

Discuss why older siblings may be more upset by a toddler than they were by an infant sibling.

Read and discuss "Sibling Relationships" handout. Emphasize parents role in increasing or decreasing jealousy.

Listen to a presentation on separation anxiety as a normal stage of development. Handout.

Read *Toddlers and Parents*, pp. ix-x, 13-15, 45.

Discuss feelings you have when child finds it difficult to separate at bedtime, with babysitter, if you leave the room, etc.

Discuss ways of (1) lessening anxiety, (2) helping child through phase of separation anxiety, (3) making this period more comfortable for parents.

Role play situations where a child leaves her parent and possible parent responses.

Filmstrips: *Anger and Sadness; Love and Joy* from the series *The Development of Feelings in Children*, Parents' Magazine Films.

Pamphlets: *Thumbsucking, Nervous Habits*, Human Relations Aids.
Your Children's Quarrels.

Book: Westlake, Helen. *Children*, p. 185.

Handout: "Social Development — Sharing."

†Books: Briggs, Dorothy. *Your Child's Self-Esteem*, chapters 18, 19, 20, 23.

†Arnstein, Helene. *The Roots of Love*, pp. 141-152.

Dreikurs, Rudolf. *Children: The Challenge*, chapters 24, 30, 39.

Brazelton, T. Berry. *Parents and Toddlers*, pp. 47-70.

Pamphlet: *Helping Brothers and Sisters Get Along*. Scientific Research Associates.

Handouts: "Sibling Relationships."
"Separation Anxiety."

Children's Books: Hoban, Russell. *Harvey's Hideout*.
Hoban, Russell. *A Baby Sister for Frances*.

Objectives

Parent Activities

Resources

9. Sex roles and identity

Create a stereotyped definition of masculinity and femininity: Underline those parts of the definition with which you agree.

Discuss what factors might create stereotyped male and female images, are they innate, are they culturally induced?

Discuss the role of modeling behavior in helping a child develop a masculine or feminine identity.

Discuss the possible influence of television on sex roles and identity.

Discuss the possible influence of picture books on sex-roles and identity.

Note to Teacher: Refer to articles showing the disproportionate number of male roles portrayed in picture books to female roles.

Develop a list or look through several nonsexist picture books.

Hoban, Russell. *Best Friends for Frances*.

Stein, Sara. *The New Baby*.

Greenfield, Eloise. *She Come Bringing Me That Little Baby Girl*.

Books: Brazelton, T. Berry. *Toddlers and Parents*, pp. ix-x, 13-15, 45.

Arnstein, Helene. *The Roots of Love*, chapter 9.

†Gersoni-Stavn, Diane. *Sexism and Youth*.

Articles: DeFilippo, Kathy. "Little Girls and Picture Books: Problem and Solution," *The Reading Teacher*, April 1976, cite pp. 671-674.

Weitzman, Lenore J., et al. "Sex-Role Socialization in Picture Books for Preschool Children," *American Journal of Sociology*, Vol. 77, May 1972, pp. 1125-49.

Stewig, John, and Higgs, Margaret. "Girls Grow Up To Be Mommies: A Study of Sexism in Children's Literature," *Library Journal*, Vol. 98, January 15, 1973, pp. 236-41.

Nilsen, Aileen Pace. "Women in Children's Literature," *College English*, May 1971, pp. 918-26.

Sternglanz, Sarah. "Sex-Role Stereotyping in Children's Television Programs," *Developmental Psychology*, Vol. 10, 1974, pp. 710-714.

Children's books: (For an extensive list, see DeFilippo above.)

Burton, Virginia. *Katy and the Big Snow*.

Duvoisin, Roger. *Jasmine*.

Fisher, Aileen. *In the Middle of the Night*.

Scarry, Richard. *Cars and Trucks and Things That Go*.

Emma Willard Task Force on Education. "Consciousness-Raising in the Classroom, Some Games, Projects, Discussion-Openers, etc." from the book *Sexism and Youth* by Diane Gersoni-Stavn. 1974, pp. 103-106.

GOAL: To Understand the Speech and Language Development of the Toddler

Objectives

Parent Activities

Resources

Describe the process of speech and language development in the toddler.

1. 13-18 months

Listen to a presentation defining concepts in speech and language. Review speech and language development during the first year.

Read and discuss "Language Development" handout.

View and discuss film: *Language Development* or *Teach Your Child To Talk*.

Read and discuss *Teach Your Child To Talk*, pp. 24-44.

View slides and tape show *Teach Your Child To Talk*, slides 54-107.

Summarize ways a 13- to 18-month-old child learns to talk.

Handout: "Language Development."

†Film: *Language Development*, CRM.

Filmstrip: *How Language Grows*, from the series *Preparing the Child for Learning*, Parents' Magazine Films.

†Kit: Staff of Developmental Language and Speech Center. "Teach Your Child To Talk," CEBCO/Standard Publishing Co.

Chart: "Please Listen To Me," Maryland State Department of Education.

2. 19-24 months

Read and discuss *Teach Your Child To Talk*, pp. 45-55.

View slides and tape show *Teach Your Child To Talk*, slides 108-116.

Summarize ways a 19- to 24-month-old child learns to talk.

Discuss what a child is capable of understanding at this age, e.g., 2-3 word phrases.

Listen to a tape of toddlers' (19-24 months) speech, use of language, etc.

Discuss the concepts of jargon and halophrastic speech (one word can have many meanings). Give examples.

‡Make shakers with different sounds. Let children distinguish between them.

‡Make a sound board, e.g., sand paper to scratch, stretched rubber band to twang.

Read and discuss *Teach Your Child To Talk*, pp. 57-72.

View slides and tape show *Teach Your Child To Talk*, slides 117-130.

Summarize ways a 2- to 3-year-old child learns to talk.

Listen to a tape of toddlers (2-3½ years), their speech, use of language.

‡Offer puppets, toy telephones, etc., to encourage use of language.

Book: Pizzo, Peggy. *How Babies Learn To Talk*.

Pamphlets: *Baby Talk; Stuttering*, Human Relations Aids

Book: Denes, Peter, and Pinson, Elliot. *The Speech Chain: The Physics and Biology of Spoken Language*.

3. 2-3 years

Objectives**Parent Activities****Resources**

Analyze how the developmental process in speech and language relates to motor development and to social interaction.

Describe parental reactions to toddlers speech and language development.

1. Pride, enjoyment, and praise
2. Pressuring

*Develop techniques of working with child for growth in speech and language development.

1. 13-18 months
2. 19-24 months
3. 2-3 years

Listen to a presentation discussing how sounds are produced and the relationship between motor development and speech and language development.

Participate in a discussion on the importance of (1) giving child new experiences, (2) talking to him (self-talk and parallel talk), and (3) listening to him for development of speech and language.

Discuss the importance of expressing your pride and enjoyment to your child and responding positively to a child's attempts at speech. If a child has a problem with a particular sound or word, praise what he or she can do well.

Read and discuss "Stuttering Is a Family Affair."

Read *Teach Your Child To Talk*, pp. 77-80, and discuss the concept of normal nonfluency and how to deal with it.

Read *Teach Your Child To Talk*, pp. 34-44 for the 13-18 month old; pp. 49-55 for the 19-24 month old; or pp. 64-72 for the 2-3 year old.

Prepare a list of activities which would promote speech and language development.

Observe teacher use of flannel board stories which promote language development, i.e., "Puff Puff's Easter Bonnet"; "Turkey Urkey"; or "The Washing Machine."

HOME: Try specific language activities with your toddler. Record progress and comments and discuss with class.

Encourage your child to retell or make up a story. Allow your child to talk and sing using a tape recorder.

§Note to Teachers: Remind parents to record child's speech progress in their developmental record.

Specialist: Speech clinician.

*Article: Engel, Dean C., and Helfand, Isidore. "Stuttering Is a Family Affair" from the book *Psychopathology of Childhood* by Jane W. Kessler.

Book: Staff of Developmental Language and Speech Center. *Teach Your Child To Talk*.

*Book: Scott, Louise B., and Thompson, Jess J. *Rhymes for Fingers and Flannelboards*.

GOAL: To Understand the Intellectual Development of the Toddler

Objectives

Parent Activities

Resources

Identify the intellectual needs and processes occurring in the toddler.

I. Perception

Note to Teacher: Remember to periodically assess the effectiveness and relevancy of your teaching.

Read about ways young children learn.

Read and discuss "How Children Learn" handout.

Compare the way you learn something new with the way a toddler learns.

Note to Teacher: Ask class members to tell something they have learned within the last month; tell how they learned it.

Read and discuss the importance of the five senses in toddler learning.

Watch the teacher demonstrate activities to stimulate each sense.

Read suggestions for activities to develop sensory awareness in: *Teaching Your Child To Learn, Baby Learning Through Baby Play, Child Learning Through Child Play, Living and Learning with Children, or Workjobs.*

*Demonstrate to class one or two activities to use with toddlers designed to sharpen awareness of one of the senses.

Observe a group of toddlers. Describe how they experiment and learn through their senses in play. Give specific examples.

Use language to help describe perceptions as toddler's play, e.g., when children are working with playdough, how does it feel? Can you roll it? Mash it?

Read materials by and about Maria Montessori and the education of the senses.

Observe a Montessori school or a demonstration of Montessori teaching materials.

‡HOME OR CLASSROOM: Use the following activities, with children, related to perception:

Sense of Touch — Feel bag and mystery bag for feeling, identifying, classifying.

Sense of Smell — Provide "sniffing jars," e.g., onion, lemon, vanilla, peanut butter, orange.

Sense of Taste — Tasting games with eyes closed, e.g., peanut butter, raisins, cheerios, finger paint with pudding.

Sense of Sight — Matching colors, shapes, etc. Play hide and seek.

Pamphlets: *Conditions for Learning, DHEW. The Ways Children Learn, DHEW.*

Handout: "How Children Learn."

Book: Richardson, Frederick, (ed.). *Brain and Intelligence.*
Beadle, Muriel. *A Child's Mind.*

Filmstrip: *How the Young Child's Mind Grows* from the series *Preparing the Child for Learning, Parents' Magazine Films.*

Books: Gordon, Ira. *Baby Learning Through Baby Play.*

†Arnold, Arnold. *Teaching Your Child To Learn.*

†Gordon, Ira. *Child Learning Through Child Play.*

Jorde, Paula. *Living and Learning with Children: A Handbook of Activities for Parents of Young Children.*

↳Lorton, Mary. *Workjobs.*

Taylor, Barbara. *When I Do I Learn.*

Taylor, Barbara. *A Child Goes Forth.*

Books: Montessori, Maria. *Childhood Education.*

Standing, E. M. *Maria Montessori: Her Life and Work.*

Standing, E. M. *The Montessori Method: A Revolution in Education.*

National Association for the Education of Young Children. *Montessori in Perspective.*

Objectives

Parent Activities

Resources

2. Concept development

Sense of Sound — Shake the can game, Film cans filled with sand, rice, marbles, etc. Let children experiment with tuning fork.

★Set up activities at home based on classroom suggestions to enhance perceptual development.

§Note to Teacher: Activities related to perception can be used for early identification of visual, auditory, and other problems.

Review "How Children Learn" handout.

Discuss how understanding develops.

Define the term concept.

Read *Child Development*, chapter 14 and pp. 345-353 and *A Child's Mind*, chapter 12.

Participate in a discussion — How do small children develop concepts, i.e., sensory exploration, motor manipulation, questioning, pictures, and mass media.

List with group several concepts a young child is learning, e.g., time, color, space, causal relationships, etc.

Study "Stages of Concept Formation" handout.

Using concept "Daddy" show the development of concepts from infancy to school age 6.

Observe the use of toys in teaching a specific concept, e.g., peg board and spatial relationships.

★HOME: Try at home activities demonstrated in class. Discuss only one concept at a time, e.g., small and large, not also long and short. Work on color, space, animism, causal relationships concepts. Record comments. Discuss in class.

Read about the theories of Piaget.

Define the term "creativity" with teacher and group. Include imagination and fantasy in the definition as well as divergent vs. convergent thinking.

Participate in a discussion of what value you place on creativity.

Discuss its importance in child development and learning and how a child expresses himself creatively.

Handout: "How Children Learn."

†Books: Hurlock, Elizabeth. *Child Development*.

Beadle, Muriel. *A Child's Mind*.

Book: Cole, Ann, et al. *I Saw a Purple Cow and 100 Other Recipes for Learning*.

Handout: "Stages of Concept Formation."

†Books: Pulaski, Mary. *Understanding Piaget*.

Arnold, Arnold. *Teaching Your Child To Learn*.

Belton, Sandra, and Terbough, Christine. *Sparks*.

State Board of Education, Illinois Office of Education. *Pots and Pans: Activities for Parent and Child*

Specialist: Toy librarian.

Books: Almy, Millie. *Young Children's Thinking*.

Piaget, Jean. *The Origins of Intelligence in Children*.

Piaget, Jean. *The Child's Conception of Number*.

Books: Taylor, Barbara. *A Child Goes Forth*, chapters 2 and 4.

Smart, Mollie, and Smart, Russell. *Children: Development and Relationships*, pp. 280-292.

3. Creativity

Objectives

Parent Activities

Resources

Analyze the relationship of other needs and behaviors to the intellectual development of the toddler.

§1. Readiness

a. Motor

b. Perceptual

Play creative games to develop a better understanding of creative thinking, e.g., how many uses can you think of for a brick, a hanger, or a broom around the house.

Work with clay, fingerpaint, or blocks and discuss how you feel when working with these materials. How is this the same or different than young children might feel.

Observe a teacher guiding children in creative activities.

Listen to the language of teacher. Discuss.

Read and discuss "Encouraging Creative Expression Through Art" and "Encouraging Creative Expression Through Music" handouts.

List some activities which encourage creative expression. List play materials which encourage creative expression, e.g., blocks.

Discuss imaginary playmates, their function.

★HOME: Try some suggested activities with your toddler at home. Record comments. Discuss.

Describe factors other than intelligence which affect learning and intellectual development, i.e., motor development, self-concept, social contact, opportunities to learn.

‡Continue a total experience for children, based on Dale's cone of experience, e.g., the beach — bring in shells, sea creatures, sand paintings, water play, books about beach, records ocean sounds, pretend to swim.

Listen to a presentation on the concept of readiness — How learning is sequential.

Listen to a presentation on the relationship of motor development and intellectual processes. Discuss in terms of readiness to learn.

Read definition of readiness in *Child Development*, p. 137. Discuss.

Read section on readiness *Good Schools for Young Children*, pp. 185-200. Discuss.

Participate in a discussion on the difference between stimulating a child's intellectual development and pressuring him when he is not ready to learn. What might be the results of pressuring?

Handouts: "Encouraging Creative Expression Through Art" and "Encouraging Creative Expression Through Music."

Book: Dale, Edgar. *Audiovisual Methods in Teaching*.

Specialists: Physical Education specialist or Physical Therapist.

Books: Hurlock, Elizabeth. *Child Development*.

‡Leeper, Sara. *Good Schools for Young Children*.

Pamphlet: Kirstein, Dorothy. *Who Am I — The Development of Self-Concept*. Learning Institutes of North Carolina.

| Objectives | Parent Activities | Resources |
|--|--|---|
| 2. Is he/she just playing? | <p>Participate in a discussion on "Play Is the Work of the Child."</p> <p>In small group discussions, list what a child might be learning in play — categorize by social, intellectual, motor development. Use examples with block building, sand, or water play.</p> | <p>†Books: Sutton-Smith, Brian. <i>How To Play with Your Child (And When Not To)</i>. Caplan, Gerald, and Thomas. <i>The Power of Play</i>.</p> |
| <p>★3. How can I cope with his/her constant exploration and experimentation?</p> | <p>Discuss your own feelings in coping with toddler's constant exploration and experimentation while learning.</p> <p>Describe ways you try to meet your own needs for privacy, time, order, etc., in relation to this problem.</p> <p>Discuss ways of keeping "no-no's" to a minimum.</p> <p>Suggest more effective ways of handling the situation. See "Phrases to Use with Preschool Children" handout.</p> | <p>Handout: "Phrases To Use with Preschool Children."</p> |
| <p>★Devise strategies to assist and encourage the toddler's intellectual development by:</p> | <p>Read <i>How To Parent</i>, pp. 74-85.</p> <p>Participate in a discussion on "Child proofing the house — adult rights vs. toddler rights."</p> <p>Observe a preschool classroom, "The Learning Environment" for ideas on creating a learning environment at home. Handout.</p> <p>Participate in a discussion on: How to set up a learning environment at home; the importance of a nonrestricted environment; and what is reasonable in terms of limits.</p> | <p>†Pamphlet: <i>Play: Children's Business</i>, Association for Childhood Education International.</p> <p>†Organization: Advisory and Learning Exchange.</p> <p>Book: Dodson, Fitzhugh. <i>How Parent</i>, pp. 74-85.</p> <p>Handout: "The Learning Environment."</p> |
| 2. Selecting play materials | <p>Read "A Guide to Play Materials." pp. 50-54, <i>Play: Children's Business</i>.</p> <p>Based on knowledge of how a toddler learns, devise criteria for appropriate play materials keeping in mind safety, diversity of use, cost, etc.</p> <p>Using criteria, list 10 to 15 items you would include in an "emergency kit" for your toddler's learning.</p> <p>Note to Teacher: This is a good time to talk about the versatility of a good toy.</p> <p>Explain why you chose each.</p> <p>View a class demonstration of making free and inexpensive toys or using scraps to create toys.</p> <p>List household items with which a toddler could play.</p> <p>Read <i>Easy-to-Do Toys and Activities for Infants and Toddlers</i>.</p> | <p>Pamphlets: <i>Beautiful Junk</i>, DHEW.</p> <p><i>Choosing Toys for Children of all Ages</i>, American Toy Institute.</p> <p>†Pb: <i>Children's Business</i>, ACEI.</p> <p>Books: Dodson, Fitzhugh. <i>How To Parent</i>, pp. 329-359.</p> <p>Streepey, Sandra. <i>Your Child from Birth to Two Years</i>.</p> <p>Upchurch, Beverly. <i>Easy-To-Do Toys and Activities for Infants and Toddlers</i>.</p> <p>Arnold, Arnold. <i>Teaching Your Child To Learn</i>, pp. 25-33.</p> <p>Gesell, Arnold, et al. <i>Infant and Child in the Culture of Today</i>, pp. 383-392.</p> <p>†Boston's Children's Hospital Medical Center. <i>What To Do When There's Nothing To Do</i>.</p> |

| Objectives | Parent Activities | Resources |
|------------------------------|--|---|
| 3. Selecting play activities | <p>Demonstrate to the class a free or inexpensive toy you made and how to use it.</p> <p>Review some activities to aid in perception, concept development, creativity.</p> <p>Read <i>Play: Children's Business</i>.</p> <p>Discuss the importance of outdoor play to a toddler's development.</p> <p>Make suggestions for outings and activities appropriate for apartment-bound and suburban parents and toddlers.</p> <p>Share ideas for interesting and appropriate outings with toddlers. Discuss what factors enhance the probability of a happy, successful outing.</p> | <p>Pamphlet: <i>Play: Children's Business</i>, Association for Childhood Education International.</p> <p>Books: Arnold, Arnold. <i>Teaching Your Child To Learn</i>. Greenacres School. <i>Going Places with Children in the Washington Area</i>.</p> <p>Calendar: <i>Ask Me</i>, Children's Museum of Inquiry and Discovery.</p> |

GOAL: To Understand the Motor Development of the Toddler

| Objectives | Parent Activities | Resources |
|--|--|--|
| <p>Discuss the following factors which influence motor development:</p> <ol style="list-style-type: none"> 1. Physiological readiness 2. Method of learning 3. Individual differences 4. Opportunity to learn 5. Practice 6. Guidance 7. Motivation | <p>Listen to a presentation of factors influencing motor development.</p> <p>Read <i>Child Development</i>, pp. 133-153.</p> <p>Read <i>Perceptual and Motor Development in Infants and Children</i>, chapters 2-7.</p> <p>In discussion, separate factors which can be influenced by others and those which are intrinsic.</p> <p>Using the four factors (opportunity to learn, practice, guidance, and motivation) give examples of how you already have used these factors with your toddler.</p> | <p>Specialists: Occupational therapist, physical therapist, physician.</p> <p>Books: Hurlock, Elizabeth. <i>Child Development</i>.</p> <p>†Cratty, Brant J. <i>Perceptual and Motor Development in Infants and Children</i>.</p> <p>†Westlake, Helen. <i>Children</i>, chapter 6.</p> |
| <p>Observe and describe the sequence of motor development in the following areas:</p> <ol style="list-style-type: none"> 1. Head 2. Trunk 3. Arms and hands <ol style="list-style-type: none"> a. Hand skills b. Handedness 4. Legs and feet | <p>Listen to a presentation on the laws of developmental direction.</p> <p>Participate in a discussion on the implications of developmental direction in toddler's development, in parental expectations.</p> <p>Read <i>Child Development</i>, pp. 141-146.</p> <p>Trace in class, the development of hand skills, i.e., self-feeding, self-dressing, self-grooming, writing, block building, birth to 30 months.</p> <p>Discuss toddler's hand skills and relate to parent expectations.</p> <p>Read <i>Children: Development and Relationships</i>, pp. 104-108.</p> <p>Trace the developmental sequence of locomotion, birth to 30 months.</p> | <p>Book: Chaney, Clara M., and Kephart, Newell C. <i>Motoric Aids to Perceptual Training</i>, chapter 1.</p> <p>Book: Smart, Mollie, and Smart, Russell. <i>Children: Development and Relationships</i>.</p> <p>Pamphlet: <i>Motor Growth and Development</i>, Parent-Child Early Education Program.</p> |
| <p>Analyze the interrelationship of other needs and behaviors to motor development.</p> <ol style="list-style-type: none"> 1. Physical factors 2. Individual differences <ol style="list-style-type: none"> a. Sex b. Growth rate and pattern c. Quality of performance (speed, power, accuracy) | <p>Discuss toddler's leg skills as they relate to parental expectations, e.g., climbing, running.</p> <p>Listen to a presentation on how nutrition, body height, weight, skeletal development, posture, illness, and accidents affect development. Give examples of the above.</p> <p>Use log book and/or "Your Unique Child" handout to record and describe own child's motor development.</p> <p>Listen to a presentation on the effect sex differences and growth rate and pattern have on development.</p> <p>Define by examples — quality of performance in motor development. Be sure to consider fine motor development.</p> | <p>Handouts: "Developmental Log Book." "Your Unique Child."</p> |

| Objectives | Parent Activities | Resources |
|--|--|---|
| <p>3. Emotional needs and behaviors</p> <p>a. Self-image</p> <p>b. Drive for independence</p> <p>c. Body awareness</p> | <p>Discuss the importance of recognizing individual differences in motor development and the implication of guiding, not pushing, a child's development.</p> <p>Discuss how body image can affect self-image — in terms of sex, body build, weight, stereotypes.</p> | |
| <p>4. Social needs and behaviors</p> <p>Describe and analyze parental reactions to a toddler's motor development</p> | <p>Observe a child and describe how strivings for independence are manifested in motor activities.</p> <p>Discuss significance of the toddler learning body parts and their function and practice with child. Read <i>Baby Learning Through Baby Play</i>, pp. 84-85.</p> <p>Note to Teacher: Hap Palmer records — <i>Learning Basic Skills</i>, Vol. I, and <i>Getting To Know Myself</i> are excellent for body awareness activities.</p> <p>View filmstrip: <i>Body Awareness and Gross Motor Abilities</i>.</p> <p>Discuss the social skills which can be developed by motor activities a toddler does with parent, sibling, or peer.</p> <p>§Note to Teacher: Remind parents to record steps in child's motor development in log book.</p> <p>Discuss feelings in dealing with the toddler's increased activity and mobility, his lack of coordination.</p> | <p>Book: Gordon, Ira. <i>Baby Learning Through Baby Play</i>.</p> <p>†Records: Palmer, Hap. <i>Learning Basic Skills Through Music</i>, Vol. I., and <i>Getting To Know Myself</i>.</p> <p>Filmstrip: <i>Body Awareness and Gross Motor Abilities</i>, Approaches to Learning Series.</p> |
| <p>1. Increased activity</p> <p>2. Rate of development</p> <p>★Use techniques to support continued large muscle development.</p> | <p>Discuss feelings regarding own child's rate of development and activity level. Do you have different expectations of girls than you have of boys? Why?</p> <p>Suggest activities and/or play equipment which will support large muscle development. Discuss in terms of balance, coordination, movement, and strength.</p> <p>Observe children on the climbing apparatus, how they approach equipment, how they maneuver body, are they cautious at first? Do they repeat activity? What happens if they do? is any learning taking place?</p> <p>Demonstrate activity useful in enhancing large muscle development in toddlers.</p> | <p>Children's Book: Wikland, Ilon. <i>See What I Can Do</i>.</p> <p>Book: Carr, Rachel. <i>Be a Frog, a Bird, or a Tree</i>.</p> |

Objectives

Parent Activities

Resources

★Use techniques to support continued small muscle development.

HOME: Try activities which promote large muscle development with your toddler. Record comments. Discuss.

‡Listen to Hap Palmer's records and do activities with the toddlers.

Describe play materials useful in developing small muscle coordination.

Note to Teacher: Have activities and materials available for use with children.

Discuss in terms of balance, coordination, movement, strength.

HOME: Try activities which prompt small muscle development with your toddler. Record comments. Discuss.

Demonstrate activity useful in developing small muscle control in toddlers.

Records: Palmer, Hap. *Songs in Motion — Fine Motor Activities*; *Songs in Motion — Gross Motor Activities*; *Listening and Moving — Pre-Tumbling Skills for Impulse Control*; *Listening and Moving — Relaxation Training*, and *Learning Basic Skills Through Music*.

GOAL: To Recognize the Health and Safety Needs of the Toddler

| Objectives | Parent Activities | Resources |
|---|---|---|
| <p>Describe concerns regarding bathing the toddler.</p> | <p>Listen to a presentation discussing fears common to children this age and reasons for fears.</p> <p>Discuss safety factors and ways to cope with child's fears and activity level.</p> <p>Read <i>The Developing Child</i>, pp. 279-181.</p> <p>†Read the story, <i>Harry, the Dirty Dog</i> on keeping clean.</p> | <p>Books: Brazelton, T. Berry. <i>Toddlers and Parents</i>, pp. 23-43.</p> <p>†Brisbane, Holly E., with Riker, Audrey Palm. <i>The Developing Child</i>.</p> <p>Record: Guthrie, Woody. <i>Songs to Grow on for Mother and Child</i>.</p> <p>Children's book: Zion, Gene. <i>Harry, the Dirty Dog</i>.</p> |
| <p>Discuss appropriate clothing for a toddler.</p> <p>Identify hazards to the toddler's safety. List methods of prevention.</p> | <p>Listen to a presentation and discuss toddler's beginning interest in dressing and undressing self and making choices, what expectations parents should have of toddler's abilities to do so and how to cope with these situations.</p> <p>Discuss which clothes are most practical for toddlers of different ages; how stage of development affects choice of clothes; how to care for clothes; how to pick shoes for a toddler.</p> <p>Read <i>The Developing Child</i>, pp. 181-187.</p> <p>Listen to a presentation about the danger of accidents to the toddler.</p> <p>View film: <i>Accident Prevention</i>.</p> <p>Discuss characteristics of a 1 and 2 year old which make them especially prone to accidental injury (i.e., curiosity, immaturity, increased mobility).</p> <p>List in group most common types of accidents which occur in second and third years of life (i.e., poisoning, burns, drowning, falls, ingestion of foreign objects, and motor vehicle accidents).</p> | <p>†Book: Fontana, Vincent. <i>A Parent's Guide to Child Safety</i>.</p> <p>†Film: <i>Accident Prevention</i>, Rocom.</p> <p>Pamphlets: <i>Protecting Infants and Toddlers from Accidents</i>, Pampers.</p> <p><i>A Handbook on Child Safety</i>, Gerber.</p> <p><i>A Safe Home for Children</i>, Mead-Johnson.</p> |
| | <p>HOME: List daily routine of your toddler and possible hazards he might encounter and also which times are more hazardous than others.</p> <ol style="list-style-type: none"> 1. Crib, bed, stroller, car, playpen 2. Feeding — kitchen 3. Walking, climbing 4. Bathing, (bathroom and medicine) 5. Playing — indoors and outdoors <p>Discuss and list precautions parents should take in each area of possible hazard.</p> <p>Discuss the possibility of parent overreacting to a potential hazard and the effect on the child.</p> <p>Check the safety of your own child's environment.</p> | |

Objectives

Parent Activities

Resources

List a plan of action for the following emergencies:

1. Fire
2. Burns
3. Electric shocks
4. Poisoning
5. Drowning
6. Cuts, scrapes, punctures
7. Choking or asphyxiation

Identify routine health care procedures that occur 12-30 months.

1. Medical
2. Dental

Recognize the following common health problems and how to deal with them:

1. Respiratory infection
2. Gastrointestinal infection
3. Allergic reactions

Recognize the feelings and possible resultant behavior of a sick or injured child.

Recognize reactions and feelings that parents may have when their child is sick or injured.

Develop activities appropriate for a sick or convalescing child.

Prepare a list of emergency phone numbers for home.

Devise an escape plan for your family.

Listen to a presentation on emergency equipment to have in the home (i.e., poison antidotes, fire control, devices, first aid materials).

Read "Common Poisonous Plants" handout.

Listen to a presentation discussing importance and procedures of regular physical check-ups and immunizations. "Choosing a Physician" handout.

Listen to presentation concerning: dental health and nutrition; when and how to introduce brushing of teeth.

Listen to a presentation of treating minor illnesses at home — "When to Call the Doctor: Information Your Doctor Will Want to Know When Your Child is Sick" handout.

Read *Child Care*; "Respiratory Problems," pp. 101-114; "Troubles in the Digestive Tract," pp. 137-148; "Allergy," pp. 83-98.

Read pamphlets: *Facts About Allergy*; *Allergy Research an Introduction*.

Listen to a presentation on how a child feels and acts when he is sick or injured. See Appendix.

Discuss possible reasons for changes in behavior during illness or after an injury.

Relate to behavior of own child during illness and discuss.

Listen to a presentation of how a parent might feel when their child is sick or injured, i.e., worried, fearful, anxious, feelings of incompetency to care for child, helplessness, guilt, frustrated which leads to anger, overprotective of child. Discuss and relate to your own feelings and experiences.

Discuss needs and behaviors (other than physical) that are often present in a convalescing toddler.

Read "Activities for Sick and Convalescing Children" handout.

Pamphlets: *Panic or Plan*, Metropolitan Life.

Protecting Infants and Toddlers from Being Poisoned, Pampers.

†*First Aid Manual*, American Medical Association.

Handouts: "Common Poisonous Plants."

"Choosing a Physician."

Specialists: Public health nurse, Pediatrician, Dentist, Dental hygienist

†Book: Sutherland Learning Associates. *Child Care Manual*, Roccom.

Facts About Allergy, Mead Johnson.

Allergy Research: An Introduction, DHEW.

Handout: "When To Call the Doctor: Information Your Doctor Will Want To Know When Your Child Is Sick."

Appendix: "The Child's Concept of Illness."

Book: Spock, Benjamin, and Lerrigo, Marion. *Caring for Your Disabled Child*.

Handout: "Activities for Sick and Convalescing Children."

Objectives

Parent Activities

Resources

★ Establish criteria on babysitting and day care for their child.

Read *I Saw a Purple Cow and 100 Other Recipes for Learning*. See "Contents," pp. 10-11 for activities with a sick child.

Describe ideal characteristics of a babysitter or a child care worker in a small group discussion. Prioritize those that are (1) essential, (2) highly desirable.

Develop instruction list for babysitter, including emergency phone numbers, bedtime for the child, etc.

Discuss what kind of physical environment is ideal for child care in terms of opportunities for play as well as safety.

View filmstrip: *Babysitting: The Job — The Kids*.

Read *The Pocket Guide to Babysitting*.

Read and discuss pamphlets: *Day Care for America's Children; 20 Questions and Answers About Child Care in Montgomery County, Md.; In Home Care Checklist; Family Day Care Home Checklist; Day Care Center Checklist; Choosing Child Day Care*.

Listen to a speaker on local day care facilities.

Review the concept of separation anxiety and discuss ways to facilitate child's transition and adjustment to day care or a babysitter.

†Book: Cole, Ann et al. *I Saw a Purple Cow and 100 Other Recipes for Learning*.

Filmstrip: *Babysitting: The Job — The Kids*, Guidance Associates.

Pamphlets: *The Pocket Guide to Babysitting*, DHEW.

LaCrosse, E. Robert. *Day Care for America's Children*, Public Affairs Committee.

†*20 Questions and Answers About Child Care in Montgomery County, Maryland*. Montgomery County 4-C Council.

In Home Care Checklist, Family Day Care Home Checklist, Day Care Center Checklist, Day Care and Child Development Council of America, Inc.

Choosing Child Day Care. State of Maryland, Department of Health and Mental Hygiene.

PRESCHOOLER
(2½-4 Years)

GOAL: To Determine Appropriate Expectations of Growth and Development

| Objectives | Parent Activities | Resources |
|---|---|---|
| <p>§Discuss the influence of the following factors on development:</p> <ol style="list-style-type: none"> 1. Heredity 2. Sex 3. Environment | <p>Note to Teacher: It is suggested that the "Developmental Log Book" be given to each parent at the beginning of the parent education course. See curriculum introduction and "Developmental Log Book" handout.</p> | <p>Handout: "Developmental Log Book."</p> |
| | <p>Listen to a presentation discussing the influence of heredity, sex, and environment (e.g., nutrition, exercise, illness, emotions, parenting) on a child.</p> | <p>Book: Hurlock, Elizabeth. <i>Child Development</i>, chapter 4.</p> |
| <p>§Define the following five developmental areas:</p> <ol style="list-style-type: none"> 1. Physiological 2. Motor 3. Intellectual 4. Social 5. Emotional | <p>Read <i>How Children Grow</i>.</p> <p>Read <i>A Child's Mind</i>, chapters 2, 3, and 17.</p> <p>Discuss factors a caregiver can influence.</p> | <p>*Pamphlet: <i>How Children Grow</i>, NIH.</p> |
| | <p>Write observable characteristics of young children at varying points on a continuum indicating the importance of environment or heredity on the development of each characteristic, e.g., sex, eye color, activity level, IQ, stubbornness, irritability, affection, body build.</p> | <p>Books: Church, Joseph. <i>Understanding Your Child from 5 to 10</i>, pp. 142-160.</p> |
| <p>§Discuss the interrelationship of the five developmental areas.</p> | <p>Listen to a presentation defining the five developmental areas.</p> <p>Using the puzzle on the five developmental processes, list in a group discussion the corresponding developmental needs on a blank puzzle form. Handout.</p> | <p>Gesell, Arnold, et al. <i>Infancy of a Child in the Custody of To-day</i>, pp. 6-46.</p> |
| | <p>Read and discuss the relationships among five developmental areas. Handouts.</p> | <p>*Beadle, Muriel. <i>Child's Mind</i>.</p> |
| <p>§Describe the characteristics of a typical 2½-year-old child.</p> | <p>Discuss how success and satisfaction in one area lead to success and satisfaction in another. Give examples from your own experience.</p> | <p>Handouts: "The Five Developmental Areas" and "The Five Developmental Areas Puzzle"</p> |
| <p>§Objective and parent activities relating to early identification of special needs.</p> | <p>Read <i>What We Can Learn from Infants</i>, pp. 8-24.</p> <p>Read <i>Child Development</i>, pp. 27-46.</p> | <p>*Pamphlet: Dittman, Laura (ed.) <i>What We Can Learn from Infants</i>, National Association for the Education of Young Children.</p> |
| <p>*Excellent teacher resource</p> | <p>Note to Teacher: Point out to group that throughout course you will be working on ways to enhance development (nutrition, diet, exercise, emotional satisfaction, etc.)</p> | <p>Handouts: "Characteristics of the 2½-Year-Old Child" and "The Preschool Years"</p> |
| | <p>Read and discuss "Characteristics of the 2½-Year-Old" and "The Preschool Years" handouts.</p> | |
| | <p>Describe some basic differences between toddlers and preschoolers. Relate how these changes affect you as a parent. In what ways will your task be easier or harder?</p> | |



Objectives

Parent Activities

Resources

§Describe characteristics of typical 3 year old.

View filmstrip: *From Two to Three: Pushing for Independence.*

Read and discuss "What Is a Three Year Old Like?" handout.

Read and discuss *Infant and Child in the Culture of Today*, pp. 181-199, 328-350. *How To Parent*, chapters 6 and 7.

Observe a group of 3 year olds. Write down behavioral examples of the following typical characteristics: (1) Need to explore environment, (2) need to experiment, (3) attempts at asserting independence, (4) need to be immediate needs, (5) how he expresses his immediate needs, (6) how he demonstrates the beginning development of a sense of initiative.

Read *Childhood and Adolescence*, pp. 274-278.

View filmstrip: *From Three to Four: Socialization Is the Task.*

Note to Teacher: Keniad parents to record their child's height and weight and track their development in log book. It is vital to stress to parents that the orderly sequence of development is as important as the age a mile one is achieved. Emphasize this fact in all stages of development.

Read and discuss "Characteristics of the Four Year Old" handout

Read *Infant and Child in the Culture of Today*, pp. 210, 350-369.

View filmstrip: *From Four to Five: Entering the Big World.*

Go back to the expectations exercise, compare expectations before study and after.

Read and discuss "The Preschool Years" handout.

Read *Infant and Child in the Culture of Today*, pp. 211-215.

Listen to a presentation discussing various patterns in behavior, e.g., equilibrium vs. disequilibrium.

Filmstrip: *From Two to Three: Pushing for Independence*, from *How An Average Child Behaves*, Parents' Magazine Films.

Handout: "What Is a Three Year Old Like?"

Books: Gesell, Arnold, et al. *Infant and Child in the Culture of Today*.

Dodson, Fitzhugh. *How To Parent*.

Book: Stern, L. Joseph, and Church, Joseph. *Childhood and Adolescence*.

Filmstrip: *From Three to Four: Socialization Is the Task* from *How An Average Child Behaves*, Parents' Magazine Films.

Handout: "Characteristics of the Four Year Old."

Filmstrip: *From Four to Five: Entering the Big World* from *How An Average Child Behaves*, Parents' Magazine Films.

Handout "The Preschool Years."

Book: Gesell, Arnold et al. *Infant and Child in the Culture of Today*.

Book: Gesell, Arnold et al. *Infant and Child in the Culture of Today*.

Hig. Frances, and Ames, Louise. *Child Behavior*.

Chess, Stella, et al. *Your Child Is a Person*, chapters 1, 2, 3, 4.

Objectives

Parent Activities

Resources

§ Discuss the following factors affecting individual differences in growth and development.

1. Rate
2. Pattern
3. Heredity
4. Environment
5. Culture differences
6. Ordinal position in family

§ Identify and track patterns of growth and development of an individual child.

Read selections from *Your Child Is a Person, Infant and Child in the Culture of Today*, chapter 3.

Listen to a presentation of a summary of theories on individual personality and activity level differences present from birth.

Note to Teacher: See "Origins of Personality" handout.

Review inherited and environmental factors influencing development.

Place on a continuum observable characteristics of preschoolers indicating importance of heredity or environment of the development of each characteristic.

Participate in a discussion on the importance of accepting your child's individual pattern and personality. What are the possible results in forcing change?

View film: *Four Families* and discuss cultural influences on individual differences.

For further cultural comparisons of personality differences from different child rearing techniques read: *Two Worlds of Childhood, U.S. and U.S.S.R.* and *Children of the Dream*.

Listen to a presentation of Alderman theory, the influence of ordinal position in the family on personality. See Appendix.

§ HOME: Fill out profile of own child in terms of size, eating patterns, sleeping patterns, activity level, etc. "Your Unique Child" handout.

Participate in a discussion on the importance of the following child's developmental progress, i.e., determining his/her rate of growth, better understanding individual patterns, identifying special needs such as learning difficulties or giftedness.

Discuss how this information can be used to help others (child care workers, physicians, school personnel) understand your child.

Log child's progress periodically in developmental record. Handout.

Note to Teacher: Logging should be a continuing process. Remind parents frequently to use record. This can be a major source of early identification of special need.

Books: Chess, Stella, et al. *Your Child Is a Person*.

Gesell, Arnold, et al. *Infant and Child in the Culture of Today*.

Handout: "Origins of Personality."

Film: *Four Families*, McGraw-Hill.

Books: Bronfenbrenner, Urie. *Two Worlds of Childhood U.S. and U.S.S.R.*

Bettleheim, Bruno. *Children of the Dream*.

Appendix: "Ordinal Position in the Family and Personality."

Handout: "Your Unique Child."

Handout: "Developmental Log Book."

GOAL: To Guide the Preschooler's Behavior

| Objectives | Parent Activities | Resources |
|--|--|---|
| <p>• Establish appropriate expectations of behavior for the preschooler.</p> | <p>Note to Teacher: A good introductory activity for this goal is to ask parents to tell "what bothers me most about my child."</p> <p>Review the basic characteristics of the 3 and 4 year old. Discuss in terms of his/her needs and methods of expressing them and his abilities for self-control.</p> <p>Note to Teacher: Refer to the goal "Determining Appropriate Expectations of Growth and Development."</p> <p>Listen to a presentation on how having reasonable expectations of behavior based on developmental levels can reduce behavior problems, e.g., one can't expect a preschooler to sit still with a group of adults for any length of time - one must keep him busy with books, toys, food, etc.</p> <p><i>Read Early to Learn.</i></p> <p>Observe how a teacher gauges activities to the mood, abilities, activity, needs, etc. of a group of preschoolers.</p> <p>From a list of situations, give examples of situations in which a parent must anticipate preschooler's needs. Brainstorm (1) anticipated preschooler behavior, (2) some possible ways of dealing with situation.</p> <p><i>Read How To Parent, pp. 74-80.</i></p> | <p>Book: Crandall, Joy. <i>Early To Learn.</i></p> <p>Book: Dodson, Fitzhugh. <i>How to Parent</i></p> |
| <p>• Develop methods of guiding young children's behavior</p> <p>• Effective communication</p> | <p>Develop a definition of the words: guidance and discipline.</p> <p>Read and discuss "Discipline is Guidance and Teaching" handout.</p> <p><i>Read The Magic Years, pp. 244-251.</i></p> <p>Discuss the quote from Fritz Redl. Consider the long- and short-range goals of discipline. What are the differences in your immediate goal and long-range goals? Will short-term techniques lead to long-range goals?</p> <p>Listen to a presentation on importance of using "positive" communication with young children</p> | <p>Handout: "Discipline is Guidance and Teaching."</p> <p>*Book: Fraiberg, Selma. <i>The Magic Years.</i></p> <p>Quote by Fritz Redl. "... Disciplining is helping children grow up to be healthy, well-organized and reasonably happy young men and women. ... discipline is short range, immediate, and long range"</p> <p>Books: Ginott, Harri. <i>Between Parent and Child</i></p> <p>*Briggs, Dorothy. <i>Your Child's Self-Esteem.</i></p> <p>*Satir, Virginia. <i>Peoplemaking,</i> chapters 2-5</p> |



Objectives

Parent Activities

Resources

•2. Modeling behavior

Read *Don't Push Me, I'm No Computer*, pp. 145-148.

Read and discuss "Phrases To Use with Preschool Children" handout.

HOME: Practice communicating with your own child using model from "Phrases To Use with Preschool Children." Report back to class -- How did you feel using positive phrases, how did the child react?

Listen to a presentation on importance of listening to the preschool child and the technique of active listening.

Develop and practice techniques of good listening habits in group.

Discuss "body language" and how to interpret it. Look at pictures of preschoolers and "listen" to what body language tells you about them and how they are feeling.

Role play using listening skills in small groups with one person being a small child, one a parent, one an observer.

Observe the teacher communicating to the children -- How does she get a child's attention, how does she keep it, how does she let a child know she is interested in what the child has to say? Be specific. Give examples.

Discuss techniques of getting a young child to listen to you, e.g., eye contact, short, simple directions, touch child, etc.

Role play in small groups on ways to obtain and keep a preschooler's attention.

OR

HOME: Practice techniques of listening and getting child's attention with your own child.

Read *Parent Power, Child Power* on problem solving.

Listen to a presentation on how children learn by imitation.

Note to Teacher: Point out to parents that modeling is our most valuable teaching tool.

Give examples of times you have noticed your child imitating your behavior.

Handout: "Phrases To Use with Preschool Children."

*Books: Beck, Helen. *Don't Push Me, I'm No Computer*.

†Gordon, Thomas. *P.E.T.: Parent Effectiveness Training*.

Teaching Pictures: *Moods and Emotions*, David C. Cook Publishing Co.

Book: DeRosis, Helen. *Parent Power, Child Power*.

Book: Taylor, Katharine. *Parents and Children Learn Together*, chapter 4.

Objectives**Parent Activities****Resources*****3. Setting limits**

Discuss importance of keeping words and actions consistent, e.g., What does a child learn if after he has knocked down his younger brother you say, "Never hit people smaller than you" and slap his hand or bottom.

Observe how a teacher models appropriate behavior with small children. Discuss "Children Need Adults for Guidance" handout.

Participate in a discussion on: Do children need limits: Why? How many, how narrow? What are some necessary limits?

Note to Teacher: Point out the necessity of setting only limits that you can enforce.

Describe ways you can set limits for preschool child, e.g., setting the environment — gates, etc., some no-no's simple directions, removing from the scene, etc.

List some *common* behavior problems of preschoolers.

Listen to a presentation on ways of modifying the environment, enriching, impoverishing, simplifying limiting space, substituting activities. Discuss.

In small groups, brainstorm ways of modifying environment to alleviate problems at meal time, dressing time, playtime, bedtime, clean-up time.

Share examples with group of how you change home environment to cut down on possible behavior problems.

Listen to a presentation on:

1. Importance of allowing children to make choices.
2. How to state choice clearly to child, e.g., would you like to wear the green shirt or the red shirt and how to indicate there is no choice, e.g., "It's time to wash hands" not "Would you like to wash hands?"

Note to Teacher: Emphasize to parents that there are times a preschooler cannot face even a simple decision and the parents will have to make the decision to avoid frustrating the child.

Observe the teacher as a model — jot down instances of when and how she allows choices, when she makes it clear there is no choice.

Handout: "Children Need Adults for Guidance."

†Books: Arnstein, Helene. *The Roots of Love*, pp. 101-124, 131-141.

Gordon, Thomas. *P.E.T.: Parent Effectiveness Training*, chapter 8.

4. Modifying the environment**5. Decision making**

Objectives**Parent Activities****Resources*****6. Logical consequences**

HOME: Devise ways of allowing your child choices at meal time, bedtime, clean-up time. Be sure choices are genuine and that you can live with decision. Write down examples you use.

Read *Children: The Challenge*, chapter 6.

Define natural and logical consequences.

Read and discuss examples from *While You're At It*, p. 10.

Listen to a speaker from IPA talk about how to use logical consequences, and the psychological benefits derived from their use.

Give examples of how logical consequences can be used in guiding a young child's behavior.

†Books: Dreikurs, Rudolf. *Children: The Challenge*.

Dreikurs, Rudolf, and Grey, Loren. *A Parent's Guide to Child Discipline*.

Board of Cooperative Educational Services of Nassau County. *While You're At It*.

Dreikurs, Rudolf, and Grey, Loren. *Logical Consequences: A New Approach to Discipline*.

Organization: Individual Psychology Association.

***7. Rewards and punishments**

Describe the difference between punishment and discipline. What methods of guiding behavior can be used? What might a child learn from punishment?

Read *The Magic Years*, pp. 251-264.

Discuss the question: Should a parent reward good behavior? How?

Discuss the difference between a reward, e.g., praising good behavior and bribing. "I'll give you a lollipop if you behave in the store." What will a child learn from bribery?

†Book: Fraiberg, Selma. *The Magic Years*.

†Books: Beck, Helen. *Don't Push Me, I'm No Computer*, pp. 137-144.

†Gordon, Thomas. *P.E.T.: Parent Effectiveness Training*, chapter 7.

Board of Cooperative Educational Services of Nassau County. *While You're At It*.

a. Praise and criticism

Listen to a presentation on how to use praise and the importance of being specific and immediate with praise.

Listen to a presentation of the Behavior Modification Theory of reinforcement and extinction.

Apply to using praise and criticism with a young child.

Read *While You're At It*, pp. 11-16.

Specialist: Psychologist specializing in Behavior Modification.

Objectives**Parent Activities****Resources**

b. Threats

Participate in a discussion. "What might a preschooler learn from parental threats?" What happens if threat is not carried out? Are threats an effective form of discipline?

c. Consistency

Discuss the need to be consistent in disciplining child. Refer to *P.E.T.* and behavior modification theories.

Pamphlets: Strang, Ruth. *Helping Children Solve Problems*, Science Research Associates, Inc.
Leonard, Charles W. and Flander, Murray S. *Why Children Misbehave*, Science Research Associates, Inc.
Escalona, Sibylle. *Understanding Hostility in Children*, Science Research Associates, Inc.

GOAL: To Recognize and Understand the Needs of Preschooler's Parents

| Objectives | Parent Activities | Resources |
|--|--|--|
| Recognize the needs of adults. | <p>Note to Teacher: Remember to periodically assess the effectiveness and relevancy of your teaching.</p> <p>Listen to a presentation of Maslow's Hierarchy of Needs and Erikson's Eight Stages and discuss how these theories apply to adult needs and development. See Appendix.</p> <p>Review developmental tasks, i.e., independence vs. dependence, expressing feelings, accepting limits, giving and receiving affection. Discuss in terms of parent development. Give examples from personal experience.</p> <p>Note to Teacher: Point out that adults have the need to be dependent at times as well as independent. These needs are life-long.</p> <p>View film: <i>Bridging the Gap</i>.</p> | <p>Appendix: Maslow's Hierarchy of Needs and Erikson's Eight Stages of Human Development.</p> <p>+Books: Satir, Virginia. <i>People-making</i>. Barber, Virginia, and Skaggs, Merrill. <i>The Mother Person</i>. McBride, Angela Barron. <i>The Growth and Development of Mothers</i>. Maslow, Abraham. <i>Motivation and Personality</i>, chapter 11. Erikson, Erik. <i>Childhood and Society</i>. +Sheehy, Gail. <i>Passages: Predictable Crises in Adult Life</i>. +Film: <i>Bridging the Gap</i>, Cinematic Concepts Corp.</p> |
| Recognize the need of parents to be treated as individuals. | <p>Participate in a discussion about one's feelings of being treated as a parent or spouse rather than an individual.</p> <p>Fill out and discuss "View of Self and Family Roles" handout and discuss roles, interests, activities in terms of how I see myself, am I meeting my personal needs.</p> | <p>Handout: "View of Self and Family Roles."</p> |
| <p>Relate special considerations in families where both parents work.</p> <p>1. The working mother</p> | <p>Read "The Working Mother: Not Guilty" from <i>Your Child Is a Person</i>.</p> <p>Discuss and list in small groups the pros and cons of both parents working. Consider the psychological needs of parent and child (including age of child), finances, physical demands of being a parent, worker, and taking care of the home.</p> <p>Discuss alternatives to full-time job, school, or child care, e.g., volunteer work, creative work, part-time job, academic, recreational classes.</p> <p>Read and discuss <i>Working Mothers</i>, chapters 3, 4, 5, and <i>The Mother Who Works Outside the Home</i>.</p> | <p>Books: Hoffman, Lois, and Nye, Ivan. <i>Working Mothers</i>. +Curtis, Jean. <i>Working Mothers</i>. Olds, Sally. <i>The Mother Who Works</i>. Chess, S. L., et al. <i>Your Child Is a Person</i>. Brazelton, T. Berry. <i>Toddlers and Parents</i>, chapters 2, 4, 9. Dreikurs, Rudolf. <i>The Challenge of Marriage</i>.</p> |
| 2. Day care | <p>Note to Teacher: See section on day care.</p> <p>Review criteria for day care and discuss how day care affects the child.</p> <p>Discuss feelings (guilt, shame, relief) parents may have when giving up child care responsibilities to others.</p> | <p>+Books: Faber, Adele, and Mazlish, Elaine. <i>Liberated Parents, Liberated Children</i>. Erikson, Erik. <i>Childhood and Society</i>. Handout: "Child Care Visitor's Checklist."</p> |

Objectives

Parent Activities

Resources

Discuss the following issues of fatherhood:

1. Fathering role

2. Child's needs

Relate ways in which the marital relationship is affected by parenthood:

1. Recognizing and meeting the needs and feelings of one's spouse

2. Communicating needs and feelings to one's spouse

Listen to a panel of parents who have outside jobs and those who are at home with the preschooler speak about their life styles, whether they would prefer changing roles, how they manage time, etc.

Use child care check list while visiting day centers. See "Child Care Visitor Checklist" handout.

Note to Teacher: Fathers should be included in all aspects of the curriculum. An evening session with fathers is an excellent idea when possible.

Read *How To Father*, chapters 1 and 3.

Develop a functional definition of the word "father."

Listen to a panel of fathers discuss what fatherhood means to them. See Appendix.

Discuss what role a father should take in raising a preschooler.

Fathers: Discuss what it would be like to be home all day as a househusband.

Participate in a discussion on father's needs and conflicts involved with being a husband, parent, and wage earner.

Discuss what needs a male figure can particularly satisfy for a young child.

Read *Kitchen Sink Papers, Working Mothers*, etc., on importance of both parents taking responsibility for children. Discuss.

Note to Teacher: It is ideal to have both parents present for this discussion.

Read *Peoplemaking*, chapters 4, 5, 9.

Participate in a discussion on how one's spouse might feel about relationship and life-style changes.

Participate in discussion on "Finding time for each other."

Discuss importance of communicating feelings to spouse.

Listen to a lecture demonstration of communication techniques, i.e., active-listening and I-messages. Practice role-play. Handout.

Books: Dodson, Fitzhugh. *How To Father*, chapter 1 and 3.

Appendix: "Suggested Topics for a Panel of Fathers."

†Books: Westlake, Helen. *Children*, pp. 44-54.

McGrady, Mike. *The Kitchen Sink Papers*.

Hoffman, Lois, and Nye, Ivan. *Working Mothers*.

†Biller, Henry, and Meredith, Dennis. *Father Power*.

†Lynn, David B. *The Father: His Role in Child Development*.

Book: Satir, Virginia. *Peoplemaking*.

Book: Gordon, Thomas. *P.E.T.: Parent Effectiveness Training*.

Handout: "Using I Messages."

Objectives**Parent Activities****Resources****3. Sharing responsibilities**

Discuss whether there are specific male and female roles in a marriage; what areas are unique; what areas are roles interchangeable?

Describe situations and times when you need to share household and child care responsibilities with spouse.

Discuss how a sharing relationship can enhance a relationship and communication with spouse.

Practice and role play techniques.

View filmstrip: *Fathers, Mothers and Others*.

Note to Teacher: Extend an open invitation for fathers and grandparents to visit classes. Having this happen seems to create new understanding among family members and the class as a whole.

Listen to a presentation with diagrams on transactional analysis - 3 ego states of parent, adult, child.

Discuss in terms of a person playing all 3 roles at different times - You are still your mother's child, etc.

Read *Peoplemaking*, chapter 16, and discuss in terms of your relationship with your parents or in-laws.

Describe situations where you and your parents differ on approach to childrearing.

Discuss alternative methods of handling the above situation.

Discuss your feelings when there is a conflict and ways to communicate feelings to parents or in-laws.

Listen to a presentation on "I Messages" for communicating feelings. Handout.

Practice sending "I Messages."

Filmstrip: *Fathers, Mothers and Others*. J. C. Penney Co.

†Books: James, Muriel, and Jongeward, Dorothy. *Born to Win*.
Harris, Thomas. *I'm OK You're OK*.

†Books: Satir, Virginia. *Peoplemaking*, chapter 16.

†Gordon, Thomas. *P.E.T.: Parent Effectiveness Training*.

Handout: "Using I Messages."

4. Relating to parents and in-laws

GOAL: To Understand the Physiological Needs of the Preschooler

| Objectives | Parent Activities | Resources |
|--|---|---|
| <p>FEEDING Identify basic nutritional needs in terms of amount and kind of food needed for the preschooler.</p> | <p>Listen to a presentation on the basic four food groups and amount of food appropriate for a preschooler.</p> <p>‡Introduce basic food groups, e.g., week 1 -- <i>milk group</i>, make ice cream or butter; week 2 -- <i>meat group</i>, make peanut butter, play with beans, scramble eggs; week 3 -- <i>vegetables</i>, shell peas, peel potatoes or carrots, make vegetable prints, week 4 -- <i>fruit</i>, make melon balls or fruit salad, do fruit stamping; week 5 -- <i>grains</i>, bake bread, playdough, play in corn flour.</p> <p>Read pamphlets <i>Food Before Six; Meal Planning for Young Children</i>.</p> <p>See visual aid of a plate showing child size portions, e.g., dinner for a 2½-3 year old -- meat patty, 3 inches; potatoes, 2 tbsp.; peas, 1 pbsp.; milk, 6 oz. glass; applesauce, ½ apple.</p> <p>Read <i>Creative Food Experiences for Children</i>, pp. 8-11.</p> <p>Read and discuss "Making Mealtime Fun for Parent and Child" handout.</p> <p>Write down the daily diet of your preschooler at home. Revise in class the diet to include the basic four food groups if necessary.</p> <p>Prepare a nutritious snack for class.</p> <p>Read <i>Creative Food Experiences for Children</i>, pp. 24-25.</p> <p>Discuss techniques of presenting the concept of nutritious foods to a preschooler. Why do we need certain foods? What are they? What foods do we need?</p> <p>Discuss ways to cope with food advertisements on television.</p> <p>Discuss expectations a parent has about a child's table manners.</p> <p>Discuss the importance of making mealtime social period for the preschooler.</p> <p>View and discuss filmstrip: <i>Feeding Habits</i>.</p> | <p>Specialists: Nutritionist. Public Health Nurse.</p> <p>Pamphlets: <i>Food Before Six</i>, National Dairy Council. <i>Meal Planning for Young Children</i>, Nutritional Service, General Mills. <i>Put Munch in Their Menu</i>, Inter-Harvest Corporation.</p> <p>*Books: Goodwin, Mary E., and Pollen, Gerry. <i>Creative Food Experiences for Children</i>. Boston Children's Medical Center. <i>Child Health Encyclopedia</i>, pp. 35-37.</p> <p>Handout: "Making Mealtime Fun for Parent and Child."</p> <p>Children's Books: Brown, Marcia. <i>Stone Soup</i>.</p> <p>Krauss, Ruth. <i>The Carrot Seed</i>.</p> <p>Pamphlets: <i>Your Child's Appetite</i>, Ross Laboratories.</p> <p>Filmstrip: <i>Feeding Habits</i>, Canadian Department of National Health and Welfare, International Film Bureau.</p> |

Analyze the expression and interrelationship of other needs and behaviors.

1. Social

‡Children's activity

Objectives

Parent Activities

Resources

2. Emotional

Discuss consequences of pressuring a child to eat when he is not interested. How might the child react? What will he be learning about food; about you? (Relate discussion to how you feel when you are forced to do something against your will.)

Read *Creative Food Experiences for Children*, pp. 1-6, 104-123.

3. Motor

Give examples relating finger foods, use of utensils, and pouring to motor development.

‡Use small plastic juice pitchers, so children can pour for themselves.

4. Cognitive

Listen to a presentation describing learning experiences that can occur during feeding.

Discuss the shape, texture, color, size of foods with a child using a variety of foods.

‡Plant seeds in class and watch them grow. Read *Carrot Seed* or *Titch*.

Read *Kids Are Natural Cooks*, pp. 113-125.

Give examples of things children can learn from preparing and eating food, e.g., weights, sorting, classifying, etc.

Read to a preschooler a book about food. See *Creative Food Experiences for Children* reading list, pp. 125-129.

Do an expectation exercise on the feeding situation at the following ages: 2½, 3 and 4 years

- Amount of food consumed
- Frequency and length of meals
- Self-help and neatness during feeding
- Use of utensils
- Child's food preferences

Talk about your feelings when your preschooler refuses to eat, spills, drops food, etc. Discuss possible reasons for these behaviors.

Discuss how a parent feels when a child wants to help with food preparation and devise ways in which a preschooler can participate. Consider the following factors: safety, child's abilities, parent's patience, space, and time.

Read *Creative Food Experiences for Children*, pp. 23-102.

Select cooking activity from above book.

Take a preschooler to the supermarket.

Books: Goodwin, Mary, and Pollen, Gerry. *Creative Food Experiences for Children*.

Lansky, Vicki. *Feed Me, I'm Yours*.

The Parents' Nursery School. *Kids Are Natural Cooks*.

Children's Books: Krauss, Ruth. *The Carrot Seed*.

Hutchins, Pat. *Titch*.

*Books: Goodwin, Mary, and Pollen, Gerry. *Creative Food Experiences for Children*.

The Parents' Nursery School. *Kids are Natural Cooks*.

Lansky, Vicki. *Feed Me, I'm Yours*.

Discuss feelings parents may have about the preschooler's eating habits.

*Devise strategies to enhance child's concept about food.

TOILETING

Identify physical factors which indicate child's readiness for complete toilet training.

Analyze the expression and interrelationship of other needs and behaviors.

1. Emotional and social readiness

2. Regression

Analyze parental reactions to the process of toilet training the child.

1. External pressures

Devise a "nutritious" plan for a special celebration. Read *Creative Food Experiences for Children*, pp. 139-149.

Plan an experience for a child preparing food appropriate for a particular season of the year. Read *Kids are Natural Cooks*, pp. 3-112.

Read "Guidelines for Teachers and Parents," *Kids are Natural Cooks*, pp. 113-121.

Devise a meal schedule which is accommodating to both parents' and child's needs.

Listen to a presentation on indications of readiness for toilet training including night training and what is normal in terms of frequency of urination and defecation.

Read *Baby and Child Care*, pp. 249-264.

Read *Toddlers and Parents*, pp. 149-150, 209-210.

Discuss parents' needs to have child toilet trained.

Discuss reasons a child may or may not be interested in training his emotional, social, and physical needs, especially the implication of forcing control too soon or too punitively.

Discuss the effect of other children on the child's desire to be toilet trained.

Discuss ways to facilitate a child's independence in toileting, i.e., clothing, availability of facilities, etc.

Read and discuss *How To Parent*, pp. 132-143, or *The Magic Years*, pp. 91-103, or *Between Parent and Child*, pp. 179-181, or *Your Child Is a Person*, pp. 81-86.

Read "Tips About Toilet Training" handout.

Discuss factors which may cause regression in toilet training, i.e., illness, birth of sibling, etc., and methods to deal with regression.

Discuss external pressures on parents to have a child who is trained, i.e., parents, peers, nursery school, etc.

Have children play with mud clay or brown play-dough, finger paint with chocolate pudding.

Discuss why children may be fascinated in playing with their feces. Provide an opportunity for them to play with substitute materials.

Books: Spock, Benjamin. *Baby and Child Care*.

Brazelton, T. Berry. *Toddlers and Parents*.

Books: Ilg, Frances, and Ames, Louise Bates. *Child Behavior*, chapter 6.

Arnstein, Helene. *The Roots of Love*, pp. 125-130.

Books: Dodson, Fitzhugh. *How To Parent*, pp. 132-143.

Fraiberg, Selma. *The Magic Years*.

Ginott, Haim. *Between Parent and Child*.

Chess, Stella, et al. *Your Child Is a Person*.

Handout: "Tips and Toilet Training."

Objectives

Parent Activities

Resources

2. Attitudes toward sexuality and modesty

Utilize strategies which motivate and assist the toddler in developing bowel and bladder control.

REST AND SLEEP

Recognize the need for rest and sleep according to:

1. Age

2. Activity level

3. Patterns for active and quiet times

4. Health

In small groups, discuss ways toddler learns by imitation and how parents' attitudes of modesty may inhibit this learning.

Think about and discuss your own feelings on toileting and modesty.

Read "About Toilet Training" handout and "Developing Toilet Habits."

In small group and leader, create a developmental continuum from early signs of readiness for training to total responsibility for toileting oneself.

Place own child on continuum; describe expectations for the future.

Exchange ideas in small groups of techniques which have been successful at home.

View filmstrip: *Dependence vs Independence*.

HOME: Read with child and talk about *No More Diapers*.

Read and discuss *Toilet Training in Less than a Day*.

Note to Teacher: This is a controversial book; be sure to mention its pros and cons.

Listen to a presentation on how age, individual activity level, and amount of daily activity influence amount of sleep and rest a preschooler needs. Discuss changes in patterns that have occurred since the child was a toddler.

Discuss need to alternate active and quiet times during the day in child's daily pattern, ways of impoverishing the environment for restful periods.

HOME: Describe your own child's daily pattern of rest and activity on general time chart, showing naptime, bedtime, meals, and active play.

Plan daily routine to suit preschooler's needs for rest and activity (recognizing needs of other family members). Include planning for bedtime.

Discuss the effect a child's health has on the need for rest and sleep and ways to meet special needs.

Pamphlet: *Developing Toilet Habits*, Ross Laboratories.

Filmstrip: *Dependence vs Independence*, from the series *The Child's Relationship with the Family*, Parents' Magazine Films.

Books: Selzer, Joac. *No More Diapers*, O.P.

Azzin, Nathan, and Fox, Richard. *Toilet Training in Less than a Day*.

Books: Chess, Stella et al. *The Child Is a Person*, pp. 50-60.

Fraiberg, Selma. *The Magic Years*, pp. 59, 78-93.

Kelly, Marguerite, and Parsons, Elia. *The Mother's Almanac*, pp. 46-47.

Church, Joseph. *Understanding Your Child from Birth to Three*. Hg. Frances, and Ames, Louise Bates. *Child Behavior*.

| Objectives | Parent Activities | Resources |
|--|---|--|
| <p>Describe how other needs can interfere with res. or sleep.</p> | <p>Listen to a presentation discussing how fears change as the child grows older.</p> | <p>Children's Book Beckman, Per, and Beckman, Kaj. <i>Lisa Cannot Sleep.</i></p> |
| <p>1. Fears of sleep and darkness.</p> | <p>Use flannel board: Read <i>Lisa Cannot Sleep.</i> Talk with children about bedtime. Ask "Do you ever have trouble going to sleep? Do you sometimes take a favorite animal or blanket to bed with you?"</p> | <p>Handout: "Your Child and Sleep."</p> |
| <p>2. Social and physical stimuli</p> | <p>Discuss ways a child might express fears of sleep and methods to handle this problem. Relate to individual experiences with your preschooler.</p> | <p>Book: Hurlock, Elizabeth. <i>Child Development.</i></p> |
| <p>Describe parental reactions and feelings when child is resistant to sleep and/or expresses fears.</p> | <p>Read and discuss "Your Child and Sleep" handout. Read and discuss <i>Your Child and Sleep Problems, Your Child's Fears.</i></p> | <p>Pamphlets. <i>Your Child and Sleep Problems.</i> Ross Laboratories. <i>Your Child's Fears.</i> Ross Laboratories.</p> |
| <p>Utilize techniques which promote rest or sleep for the child</p> | <p>Read about fears in childhood, <i>Child Development</i>, pp. 191-194.</p> | <p>Children's Books Brown, Margaret. <i>Goodnight Moon.</i> Hoban, Russell <i>Bedtime for Frances.</i></p> |
| <p>1. Preparing the environment</p> | <p>Role play: How does a preschooler feel when he is put to bed in his room for the night when an adult party is going on downstairs.</p> | <p>Handout "Good Books for Bedtime"</p> |
| <p>2. Meeting other needs</p> | <p>In small group, discuss feelings which occur when child resists sleep, has trouble falling asleep, is fearful, or has nightmares at night.</p> | <p>HOME - Analyze home setting in terms of preschooler's sleep needs.</p> |
| <p>3. Dealing with a child's fears</p> | <p>Discuss parents' need for rest, sleep, and privacy.</p> | <p>List other needs, i.e., hunger, illness, etc. which affect sleep and how the child might express them.</p> |
| | <p>Brainstorm supportive response to child when the child: Role play the situation</p> | <p>Discuss "What to do when child awakens during the night." Include issue of sharing one's bed with child.</p> |
| | <p>Wakens at night and is fearful</p> | |
| | <p>Resists sleep due to overstimulation or overtiredness</p> | |
| | <p>Demands more attention after bedtime</p> | |
| | <p>With group describe setting, objects (e.g., blanket, story book, teddy bear) and routines which will prepare the preschooler for sleep. Place on chart.</p> | |
| | <p>Read <i>Goodnight Moon or Bedtime for Frances.</i></p> | |
| | <p>Review "Good Books for Bedtime" handout.</p> | |

GOAL: To Understand and Meet the Emotional Needs of the Preschooler

| Objectives | Parent Activities | Resources |
|--|---|--|
| <p>Identify the role of self-concept in child development.</p> <ol style="list-style-type: none"> 1. Importance, where it comes from 2. Relation to all developmental areas 3. Strategies | <p>Note to Teacher: Remember to periodically assess the effectiveness and relevancy of your teaching.</p> <p>Read <i>Who Am I? The Development of Self-Concept: Your Child's Self-Esteem or How To Spell Love to Your Child.</i></p> <p>View filmstrips: <i>The Subject Is Love: The Need for Love;</i> or <i>Emotional and Social Development, Part II.</i></p> <p>Listen to a presentation on the meaning and importance of self-concept, described as IALAC, <i>I Am Lovable And Capable.</i></p> <p>Discuss the statement: "You are a mirror through which the child sees himself."</p> <p>View filmstrip: <i>How a Child Sees Himself.</i></p> <p>Describe possible behaviors of your child and what it might tell about how the child feels about himself.</p> <p>Read <i>I Am for Boys</i> with your child.</p> <p>Read and discuss poem, <i>Children - In It Has, They Live.</i> See Appendix.</p> <p>Observe a child. Watch for activities which encourage positive self-concept, e.g., pouring own juice at snack time. Listen for statements which help promote positive self-concept.</p> <p>Handout.</p> <p>Describe activities you can do with a small child to make him more aware of self.</p> <p>Use a magnifying glass to explore skin, fingers, hair, etc.</p> <p>Use a tape recorder to identify voice characteristics.</p> <p>Keep height and weight chart on a foldout on the wall.</p> <p>Make a hand or foot print.</p> <p>Observe 3- and 4-year-old children at play. Mark down examples of ways they exhibit a need for independence, ways they show dependency needs. Note age differences and what, if any, effect they have. Discuss. Handout.</p> <p>Discuss how these needs affect the child attending nursery school, day care center, or Sunday School.</p> <p>HOME: Observe your own child, write down examples of how he/she shows dependency needs. Toilet training is a good example for discussion.</p> | <p>Pamphlet: Keister, Dorothy. <i>Who Am I? The Development of Self-Concept.</i> Learning Institute of North Carolina.</p> <p>*Book: Briggs, Dorothy. <i>Your Child's Self-Esteem. -- The Key to His Life.</i></p> <p>*Article: Briggs, Dorothy. "How To Spell Love to Your Child," <i>Parent Cooperative Preschools International Journal</i>, Volume II, May, 1971.</p> <p>Filmstrip: <i>The Subject Is Love: The Need for Love</i> from <i>Love and Identity</i>, Parents' Magazine Films.</p> <p>Film: <i>Emotional and Social Development, Part II, Concept Medals.</i></p> <p>Book: Gott, Haim. <i>Between Parent and Child.</i></p> <p>Appendix: "Children - Learn What They Live."</p> <p>Handout: "Emotional Development: Self-Esteem." Observatory sheet.</p> <p>Book: Freed, Ailyn. <i>I Am for Boys.</i></p> <p>Pamphlet: <i>Building Self-Confidence.</i> Human Relations Assn.</p> <p>Book: Goodman, David. <i>A Parent's Guide to the Emotional Needs of Children.</i></p> <p>Knicker, Carl. <i>The Becoming a Person.</i></p> <p>Smart, Mollie, and Smart, Russell. <i>Children Development and Relationships</i>, chapter 8.</p> <p>Freed, Ailyn. <i>I Am for Boys.</i></p> <p>Handout: "Emotional Development - Growing Toward Independence."</p> <p>*Books: Erikson, Erik. <i>Childhood and Society</i>, chapter 8.</p> <p>Newman, Barbara, and Newman, Phillip. <i>Development Through Life</i>, pp. 37-41, 73-82.</p> |

Describe the preschoolers need to assert independence and his dependency needs

Objectives

Parent Activities

Resources

Describe the preschoolers emotional development in terms of Erikson's stage of initiative vs. guilt.

Identify and accept some basic emotions of the preschooler: (1) their expression, (2) effect on child and parent.

1. Anger and frustration

Note to Teacher: Be sure to emphasize the unevenness of move toward independence. There are normally many backward steps. Adults also have dependency needs.

Discuss how some expressions of independence can be interpreted as "negative or difficult" behavior.

View film: *Ego Development*. Discuss.

Listen to a brief presentation of Erikson's first 3 stages of development. See Appendix.

Define the work initiative and give examples of ways a 3 or 4 year old expresses initiative, e.g., self-help, imagination, dramatic play.

Discuss "What is a parent's role?" "How can parent encourage initiative?" "How can parent help child to develop pride in his undertakings, not guilt from same?"

Discuss how a developing conscience helps regulate and control initiative.

List some emotions a preschooler might experience.

Read *Child Behavior*, chapter 7, on tension outlets.

List some typical ways a preschooler expresses his feelings, e.g., aggressive behavior, cuddling, thumb-sucking, rocking, etc.

View filmstrips *Under and Sadness*, and *Expressing Feelings*.

Listen to a presentation: why preschooler is easily angered and frustrated, how his feelings can appear and change rapidly. Read and discuss "Understanding Anger and Frustration."

★ Discuss:

1. Importance of allowing a child to express feelings.
2. Accepting feelings, even negative ones.
3. Helping a child gain control over behavior.

Observe and record how teacher handles children exhibiting frustration or anger. Note how she accepts emotions, rechannels behavior.

★ Role play ways adults accept child's negative feelings using examples suggested by teacher or class members.

Brazelton, T. Berry. *Toddler and Parents*.
Dodson, Fitzhugh. *How to Discipline*.

Film: *Ego Development*, CRM.

Appendix: "Maslow's Hierarchy of Needs and Erikson's Eight Stages of Development."

Book: Erikson, Erik. *Childhood and Society*.

Books: Westlake, Helen. *Children*, p. 168.

Smart, Mollie, and Smart, Russell. *Children: Development and Relationship*, pp. 30-316.

Filmstrips: *How Feelings Grow; Anger and Sadness; and Expressing Feelings* from the series *The Development of Feelings in Children, Parents' Magazine Films*.

Book: Ilg, Frances, and Ames, Louise Bates. *Child Behavior*.

Handout: "Understanding Anger and Frustration."

Objectives

Parent Activities

Resources

2. Fears, worry, anxiety

View filmstrips: *When Children Are Afraid* and *How To Deal with Fear*. Discuss.

Describe fears that own or other preschool children exhibit.

Identify possible causes of the fears, e.g., conditioning, imagination, lack of preparation for new experience, TV.

Discuss the possible effects of TV on fears and/or aggressive behavior of children. Read current studies.

★ Summarize ways to prevent development of fears and to help child overcome fears.

Filmstrips: *How To Deal with Fear* from the series *The Development of Feelings in Children*, Parents' Magazine Films.

When Children Are Afraid, Problems of Young Children, Parents' Magazine Films.

★ Books: Church, Joseph. *Understanding Your Child from Birth to Three*.

Hurlock, Elizabeth. *Child Development*.

Smart, Mollie, and Smart, Russell. *Children*, pp. 317-320.

Johnson, Nicholas. *How To Talk Back to Your Television Set*.

Schramm, Wilbur. *Television in the Lives of our Children*.

Handout: "Sibling Relationship."

3. Jealousy and sibling rivalry

Read and discuss: "Sibling Relationships" handout.

Discuss child's reactions to a new baby in terms of "How would you feel and react if your spouse brought home a new wife husband?"

Look at children's stories which prepare children for arrival of a new sibling.

★ Discuss the importance of preparing a preschooler for the infant's arrival and letting him participate in new experience.

★ Discuss possible techniques of minimizing sibling rivalry.

Books: Chess, Stella, et al. *Your Child Is a Person*.

Smart, Mollie, and Smart, Russell. *Children, Development and Relationships*, pp. 314-316.

Hornum, L. *Child Sense*, pp. 166-175.

Dreikous, E. *Children: The Challenge*, pp. 24 and 33.

Children's Books: Stein, Sara B. *The New Baby*.

Greenfield, Eloise. *She Come Bringing Me that Little Baby Girl*.

Holland, Viki. *We Are Having a Baby*.

Keats, Ezra Jack. *My Sister's Chair*.

Hoban, Russell. *My Sister for Frances*.

Alexander, Martha. *My Sister Asked Me if I wanted a Baby Sister*.

Filmstrip: *Love and Joy* from the series *The Development of Feelings in Children*, Parents' Magazine Films.

4. Love and affection

View filmstrip: *Love and Joy*.

Describe ways your child shows affection toward you, your spouse, siblings, peers, and other important people.

Discuss what are reasonable expectations of affection in a preschooler.

Observe children in class showing affection to peers, teachers, mothers.

Discuss how expressions of affection and closeness influence a child's ability to express love and affection.

GOAL: To Understand and Meet the Social Needs of the Preschooler

| Objectives | Parent Activities | Resources |
|---|---|---|
| <p>Describe peer relationships in preschool years.</p> | <p>Discuss reasons to arrange for peer contacts at this age -- What does child learn from peer contact?</p> | <p>Filmstrip: <i>Play and Peer Relations</i> from the series <i>Play and Self-Expression</i>, <i>Parents' Magazine</i> Films.</p> |
| <p>1. Importance</p> | <p>‡Play record <i>Free To Be You and Me</i>.</p> <p>View filmstrip <i>Play and Peer Relations</i>. Discuss.</p> <p>Participate in a discussion -- How much should we schedule free time of preschoolers, how much time should they be with peers, how much alone with family?</p> | <p>Record: Thomas, Marlo. <i>Free To Be You and Me</i>.</p> |
| <p>2. Kinds of play</p> | <p>Listen to description of cooperative play at ages 3 and 4.</p> <p>Note to Teacher: Point out to parents that parallel and associative play often persist. For many children real cooperative play does not appear until later.</p> <p>Observe children at play, note age of children involved in cooperative play. Read and discuss "Social Development -- Peer Relationships" handout.</p> | <p>Handout: "Social Development Peer Relationships."</p> |
| <p>★3. Parental strategies</p> | <p>View film: <i>Dramatic Play</i>. Discuss.</p> <p>‡Have available props for dramatic play, e.g., hats, ties, vests, razor (no blades), eye glass frames, brief case, shoes, purses, make-up bottles.)</p> <p>Discuss how to set the stage for dramatic play.</p> <p>Observe children participating in dramatic play, list possible learnings, especially about social relationships.</p> <p>List some common problems that occur in peer play at this age, e.g., sharing, waiting for a turn.</p> <p>Devise possible strategies to help preschoolers with these problems -- include discussion of ample play, material, changing pace and activities, when and how much to interfere?</p> | <p>‡Film: <i>Dramatic Play</i> Campus films.</p> |
| <p>Describe how a preschooler is able to adjust to limits and expectations.</p> | <p>Listen to a presentation about how the preschooler begins to internalize parental restrictions, how the guilt reaction works.</p> | <p>Books: Smart, Mollie, and Smart, Russell. <i>Children: Development and Relationships</i>, pp. 321-322.</p> |
| <p>1. Developing self-control</p> | <p>Participate in a discussion on setting limits -- how much control, how much freedom. Be sure to relate to developmental stage of child. Discuss how individual differences in child and in parent affect this process.</p> <p>Explore the possible consequences of too much parental control, too little control. Handouts.</p> | <p>‡Gordon, Thomas. <i>P.E.T. Parent Effectiveness Training</i>, chapters 9 and 10.</p> <p>Satur, Virginia. <i>Peoplemaking</i>.</p> <p>Handouts, "Use of Power with Children" and "Developing Self-Control."</p> |

Objectives

Parent Activities

Resources

2. Developing a conscience

Describe how sex roles and identity develop in the preschool years.

Determine what and how to tell your preschool child about sex.

1. What is normal at this age

2. The oedipal stage

Use observation sheet on self-control. Handout.

Describe the difference between internalized and externalized control.

Create a stereotyped definition of masculinity and femininity. Underline those parts of the definition with which you agree.

Discuss what factors might create stereotyped male and female images. Are many innate, are they culturally induced.

Discuss the influence TV has on the sex identity of children. How are men portrayed? Women?

Discuss the role of modeling behavior in helping a child develop a male or female identity.

Discuss how choice of clothing, toys, activities affect male or female role.

Read *Little Girls and Picture Books — Problems and Solutions* or *Sexism and Youth*.

Discuss a child's general curiosity about the world as background to his curiosity about his origins, where babies come from, etc.

Discuss how a child might feel when his questions are unanswered. Discuss how you might feel in the same situation.

Discuss the importance of conveying attitudes about sex as well as information, e.g., shameful or enjoyable, love as a part of sex, etc. Tie in with a discussion on sex role and identity.

Present a presentation on the psychoanalytic stage of oedipal complex fantasies and possible guilt. Relate to own child's behavior.

Participate in a discussion on how to help a child resolve oedipal conflict, i.e., keeping the reality of parental togetherness and some privacy.

Books: Smart, Mollie, and Smart, Russel. *Children*, pp. 320-325.

Dodson, Fitzhugh. *How To Parent*, pp. 165-167.

Gesell, Arnold et al. *Infant and Child in the Culture of Today*.

*Articles: DeFilippo, Kathy. "Little Girls and Picture Books: Problems and Solutions." *The Reading Teacher*, April, 1976, pp. 671-674.

Sternglanz, and Serbin, Lisa. "Sex-Role Stereotyping in Children's Television Programs." *Developmental Psychology*, vol. 10, 1974, pp. 710-714.

Books: Satir, Virginia. *People-making*.

*Gersoni-Stavn, Diane, compiler. *Sexism and Youth*.

*Article: Emma Willard Task Force on Education. "Consciousness-Raising in the Classroom: Some Games, Projects, Discussions-openers, etc." in *Sexism and Youth*, 1972, pp. 103-106.

Pamphlets: *How To Tell Your Child about Sex*. Public Affairs Pamphlets.

How Your Child Learns about Sex. Ross Laboratories.

*Book: Fraiberg, Selma. *The Magic Years*, pp. 193-227.

Children's Books: Stein, Sara B. *Making Babies*.

Griffin, Glen. *You Were Smaller than a Dot*.

Andy, Andrew. *How Babies Are Made*.

Objectives**Parent Activities****Resources****★3. Parental strategies**

Discuss the possibilities of competition between parent and a child of same sex and how to avoid it.

Discuss the importance of giving the child correct and simple information about sex.

Participate in a discussion on methods of conveying sex information to preschoolers, include issues of:

1. Vocabulary to use
2. How much information to give
3. Child nudity, group toileting at school or home
4. Books to use with child

Read selections from the following: *Your Child Is a Person*, chapter 12. *Parent Power*, *Child Power*, chapter 18.

+Books: Arnstein, Helene. *Billy and Our New Baby*.

+Chess, Stella, et al. *Your Child Is a Person*, chapter 12.

DeRosis, Helen. *Parent Power*, *Child Power*, chapter 18.

+Johnson, Eric. *Love and Sex in Plain Language*.

Pamphlet: *What to Tell Your Child About Sex*. Child Study Press.

GOAL: To Understand the Speech and Language Development of the Preschooler

| Objectives | Parent Activities | Resources |
|---|--|---|
| <p>Describe the process of speech and language development of the preschool child.</p> <p>1. 3-4 year old.</p> | <p>Listen to a presentation defining concepts in speech and language. Review speech and language development during the first year.</p> <p>Read and discuss "Language Development" handout.</p> <p>View and discuss film: <i>Language Development</i> or <i>Teach Your Child To Talk</i></p> <p>Read and discuss <i>Teach Your Child To Talk</i>, pp. 73-80.</p> <p>View slides and tape show: <i>Teach Your Child To Talk</i>.</p> <p>Summarize a 3- to 4-year-old child's speech and language development.</p> | <p>Books: Tough, Joan. <i>Talking, Thinking, Growing</i>. Eisenson, Jon. <i>Aphasia in Children</i>, chapters 1, 2, and 3.</p> <p>Handout: "Language Development."</p> <p>*Film: <i>Language Development</i>.</p> <p>How Language Grows Series Preparing the Child for Learning, Parents' Magazine Films.</p> <p>*Kit: Staff of Developmental Language and Speech Center. "Teach Your Child To Talk" (film, handbook, tape, slides), CEB-CO Standard Publishing Co.</p> <p>Book: Pizzo, Peggy. <i>How Babies Learn To Talk</i>.</p> |
| <p>2. 4-5 year old</p> | <p>Read and discuss <i>Teach Your Child To Talk</i>, pp. 93-96.</p> <p>View slides and tape show: <i>Teach Your Child To Talk</i>.</p> <p>Summarize a 4- to 5-year-old child's speech and language development.</p> <p>Listen to a tape of preschool children's speech, use of language, etc. What do you find common, what errors in speech are typical, what errors in grammar?</p> | <p>Books: Carden, Courtney B. (ed.). <i>Language in Early Childhood Education</i>, National Association for Education of Young Children. Lavatelli, Celia (ed.). <i>Language Training for Early Childhood Education</i>.</p> |
| <p>Analyze how the developmental process in speech and language related to motor development and to social interaction.</p> | <p>Listen to a presentation on how sounds are produced and the relationship between motor development and speech and language development</p> <p>Participate in a discussion on the importance of (1) giving child new experiences, (2) talking to him (self-talk and parallel talk) (3) listening to him for development of speech and language.</p> <p>Listen to a group of preschool children for ways they use language to communicate with each other</p> | <p>Specialist: Speech clinician.</p> |

Objectives

Describe the effect of parental reactions on the speech and language development of preschoolers.

1. Enjoyment

Develop techniques of working with child for growth in speech and language development.

1. 3-4 year old

2. 4-5 year old

Define prereading and identify the expression of reading readiness.

Parent Activities

Discuss the importance of expressing your pride and enjoyment in your child and responding positively to child's attempts at speech.

Read "Stuttering is a Family Affair."

Read *Teach Your Child To Talk*, pp. 77-80 and discuss concept of normal nonfluency and how to deal with it.

Discuss possible reasons child of 4 years might use "unacceptable language" and how to handle it.

Read *Teach Your Child To Talk*, pp. 82-91 for the 3-4 year old or pp. 97-104 for the 4-5 year old.

‡Have puppets, toy telephones, etc., available to encourage use of language.

Observe language activities in classroom as presented by teacher, e.g., finger plays.

‡Use flannelboard stories which promote language development, i.e., "Puff Puff's Easter Bonnet," "Turkey Urkey," or "The Washing Machine."

Prepare a list of activities which would promote speech and language development.

HOME: Describe activities which encourage speech and language development. For example, encourage your child to retell or make up a story or allow your child to talk and sing using a tape recorder.

Note to Teacher: Remind parents to record child's "speech" progress in developmental record.

Read and discuss "From First Cry to Ready To Read" handout to view the progression of development.

Participate in a discussion on what a child needs before he is ready to read. Work from puzzle of five developmental areas. Describe needs in each area.

Listen to a reading specialist, kindergarten or first grade teacher talk on reading readiness.

Discuss the importance of a child's motivation to learn to read, the possible effect of pressuring him, the importance of recognizing individual differences.

Resources

*Article: Engle, Dean, and Helford, Isadore. "Stuttering Is a Family Affair," from the book *Psychopathology of Childhood*, by Jane W. Kessler.

Kit: Staff of Developmental Language and Speech Center. *Teach Your Child To Talk* (handbook, tape, slides), CEBCO Standard Publishing Co.

Book: Scott, Louise B., and Thompson, Jess J. *Rhymes for Fingers and Flannelboards*

Handout: "From First Cry to Ready To Read."

*Book: Arnold, Arnold. *Teaching Your Child To Learn*, pp. 166-174.

Handout: "Puzzle on the Five Developmental Processes"

Pamphlet: *Helping Children Read Better*, Witty, Paul

Books: Dodson, Fitzhugh. *How To Parent*, pp. 261-270.

*Arnes, Louise, and Chase, Louise. *Don't Push Your Preschooler*, chapters 7 and 8.

Objectives**Parent Activities****Resources**

Make decisions on when to introduce reading to a child.

Develop strategies to prepare a child for reading.

1. Reading to your child
2. Giving child experiences and understanding

3. Developing specific reading skills

Listen to or participate in a debate — Early Reading, Pro and Con.

Visit an early education center where 3 and 4 year olds are taught to read.

Discuss the importance of reading to and with your child.

Read and discuss "Reading to Young Children" handout.

Prepare with class a book display of good books to read with children. Be prepared to explain why you made your selection — what is book's appeal to child.

HOME: Go to the children's section of the library with your child.

Review the importance of giving child language practice, a variety of experiences, and a change to manipulate his environment.

Listen to a presentation of the various approaches to teaching early reading, e.g., reading kits, language experience approach, phonics, writing.

Participate in preparing for class an exhibit of interesting beginning reading books — include those without words and those extremely simple.

Note to Teacher: All of the above activities are as important in strengthening the parent-child relationship as they are for preparing the child for learning.

Schools: Early Learning Center, e.g., Winchester School — Takoma Park. Town and Country Schools, Montessori Schools.

+Book: Montgomery County Public Schools. *Prereading*.

Doman, Glenn. *How To Teach Your Baby To Read*. **Note to Teacher:** This is a controversial book and needs to be presented as such.

Handout: "Reading to Young Children."

Larrick, Nancy. *A Parent's Guide to Children's Reading*.

Marzollo, Jean, and Lloyd. Janice. *Learning Through Play*, chapter 3.

Specialists: Reading specialist
Kindergarten teacher
First grade teacher
Children's librarian

Book: Cianciolo, Patricia, editor. *Picture Books for Children*.

GOAL: To Understand the Intellectual Development of the Preschooler

| Objectives | Parent Activities | Resources |
|--|---|---|
| <p>Define the process of creativity in young children.</p> <p>1. Encourage creative expression through art</p> | <p>Define the term "creativity" with teacher and group -- include imagination and fantasy in definition as well as the difference between divergent and convergent thinking.</p> <p>Discuss its importance in a child's development and learning. Through what means does a child express himself creatively?</p> <p>Play creative games to get a better understanding of creative thinking, e.g., how many uses can you think of for a brick or a hanger or a broom around the house.</p> <p>Work with clay, fingerpaints, or blocks and discuss how you feel when working with these materials. How is this the same or different than young children might feel?</p> <p>Describe ways a child expresses himself creatively, e.g., in language, body movement, dramatic play, art work, etc.</p> <p>View filmstrip: <i>Learning Everyday</i>.</p> <p>Develop a list of play materials which encourage creative expression, e.g., blocks.</p> <p>Describe activities or materials in classroom which encourage creative expression. Record and note how teacher presents activity; the role she plays while the child is involved in an activity.</p> <p>Listen to a presentation on how to talk to and help a child with art work.</p> <p>Note to Teacher: See appendix "The Painting" for illustration of creative thinking and language to use with child.</p> <p>Discuss how coloring books discourage creativity.</p> <p>Look at examples of preschool art and discuss in terms of creative expression and of development through ages 6 or 7.</p> <p>Observe a child involved in painting, pasting, clay work, etc., noting the creative process rather than the product.</p> <p>Record art activities presented by teacher to try at home.</p> <p>HOME Review "Encouraging Creative Expression Through Art" handout. Record and discuss.</p> | <p>Books: Taylor, Barbara. <i>A Child Goes Forth</i>, chapters 2 and 4.</p> <p>Smart, Mollie, and Smart, Russell. <i>Children: Development and Relationships</i>, pp. 280-292.</p> <p>Filmstrip: <i>Learning Everyday</i>, from the series <i>Preparing the Child for Learning</i>. Parents' Magazine Films.</p> <p>Appendix: "The Painting."</p> <p>Books: Arnold, Arnold. <i>Teaching Your Child To Learn</i>.</p> <p>Cole, Ann, et al. <i>I Saw a Purple Cow and 100 Other Recipes for Learning</i>.</p> <p>Jorde, Paula. <i>Living and Learning Through Children</i>, chapter 4.</p> <p>Handout: "Encouraging Creative Expression Through Art."</p> |

Objectives

Parent Activities

Resources

2. Encourage creative expression through music and rhythms

Describe the importance of perception in the intellectual development of young children.

Do selected art activities with children.

HOME: Set up a creativity corner with basics of crayons, scissors, paste and scraps and junk.

Participate in a discussion on (1) the importance of music to a child's development, (2) ways to use music with young children, e.g., activity records, rhythm instruments, singing.

Observe teacher doing music activities with group, note how she involves children, pick one child and note his/her responses, what purposes might this activity serve?.

Read and discuss, "Encouraging Creative Expression Through Music" handout.

HOME OR CLASS: Listen to activity records for children; join your child in enjoyment of them.

Watch a demonstration on making rhythm-instruments from scrap

HOME: Make rhythm instruments from old coffee cans, pie plates, sticks, paper cups, etc. See how creative you can be.

‡Lead a music activity with class, e.g., sing along, marching, dancing, rhythm claps, and stamp, keep an activity record, etc.

Read and discuss "How Children Learn" handout. Emphasize the role of perception in learning.

Listen to a presentation and, or read about Maria Montessori and the education of the senses.

Observe one child in the class, record all activities that he/she participates in. Note how he/she used senses to learn, whether activity could help develop any of five senses.

Read suggestions for activities to develop sensory awareness.

Observe a Montessori school or a demonstration of Montessori teaching materials.

With the class compile a list of suggested activities to sharpen each sense.

Demonstrate in class an activity to use with preschoolers to sharpen perception.

HOME: Set up activities at home based on classroom suggestions for perceptual development of you.

Books: Marzollo, Jean, and Lloyd, Janice. *Learning Through Play*.

Vermeer, Jackie, and Lariviere, Marian. *The Little Kid's Craft Book*.

Gordon, Ira. *Child Learning Through Child Play*.

Handout: "Encouraging Creative Expression Through Music."

Books: Sheehy, Emma. *Children Discover Music and Dance*.

Rowen, Betty. *Learning Through Movement*.

Records: Jenkins, Ella. *Play Your Instruments and Make a Pretty Sound*.

Hallum, Rosemary, and Glass, Henry. *Activities for Individualization in Movement and Dance*.

Palmer, Hap. *Homemade Band*.

Glass, Henry, and Hallum, Rosemary. *Rhythm Stick Activities*.

Handout: "How Children Learn."

Books: National Association for the Education of Young Children. *Montessori in Perspective*.

Montessori, Maria. *Childhood Education*.

Books: Gordon, Ira. *Child Learning Through Child Play*.

*Arnold, Arnold. *Teach Your Child To Learn*.

*Jorde, Paula. *Living and Learning with Children*.

Lotton, Mary. *Workjobs*

Taylor, Barbara. *A Child Goes Forth*