

**NINTH** EDITION

---

Fundamentals of  
**EARLY CHILDHOOD  
EDUCATION**

---

**GEORGE S. MORRISON**

University of North Texas

**MARY JEAN WOIKA**

Broward College

**LORRAINE BREFFNI**

Nova Southeastern University



**Director and Publisher:** Kevin Davis  
**Portfolio Manager:** Aileen Pogran  
**Managing Content Producer:** Megan Moffo  
**Portfolio Management Assistant:** Maria Feliberty  
**Development Editor:** Alicia Reilly Santamaria  
**Executive Product Marketing Manager:** Christopher Barry  
**Executive Field Marketing Manager:** Krista Clark  
**Manufacturing Buyer:** Deidra Headlee  
**Cover and Interior Design:** Pearson CSC

**Cover Art:** FatCamera/E+/Getty Images  
**Media Producer:** Daniel Dwyer  
**Full Service Vendor:** Pearson CSC  
**Full Service Project Management:** Pearson CSC, Emily Tamburri and Mohamed Hameed  
**Printer/Binder:** LSC Communications, Inc.  
**Cover Printer:** Phoenix Color  
**Text Font:** ITC Garamond Std

Credits and acknowledgments for material borrowed from other sources and reproduced, with permission, in this textbook appear on the appropriate pages within the text.

---

**Copyright © 2020, 2016, 2013 by Pearson Education, Inc. 221 River Street, Hoboken, NJ 07030.** All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the publisher. Printed in the United States. **To obtain permission(s) to use material from this work, please visit** <https://www.pearson.com/us/contact-us/permissions.html>

#### **Library of Congress Cataloging-in-Publication Data**

Names: Morrison, George S., author. | Woika, Mary Jean, author. | Breffni, Lorraine, author.

Title: Fundamentals of early childhood education / George S. Morrison, University of North Texas, Mary Jean Woika, Broward College, Lorraine Breffni, Nova Southeastern University.

Description: 9th edition. | Hoboken : Pearson, [2018] | Includes bibliographical references and index.

Identifiers: LCCN 2018042709 (print) | LCCN 2018043195 (ebook) | ISBN 9780135201404 (ebook) | ISBN 9780135240519 | ISBN 0135240514

Subjects: LCSH: Early childhood education—United States.

Classification: LCC LB1139.25 (ebook) | LCC LB1139.25 .M67 2018 (print) | DDC 372.21—dc23

LC record available at <https://lcn.loc.gov/2018042709>



ISBN 10: 0-13-524051-4  
ISBN 13: 978-0-13-524051-9

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

# ABOUT THE AUTHORS

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

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



Professor Morrison with mentor teacher Wendy Schwind, intern Meagan Brewer, and children at Caprock Elementary, Keller, (TX) ISD. Professor Morrison regularly supervises university interns and participates in many school-based activities.

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

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

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



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

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

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



Dr. Lorraine Breffni is with Caesar, Kaylee, and Kavar from the Family Center Preschool at Nova Southeastern University's Mailman Segal Center. Lorraine supervises a range of early learning programs on the university campus, and participates in local and national advocacy initiatives to support campus-based programs.

# PREFACE

Changes are sweeping across the early childhood landscape, transforming our profession before our eyes! These changes create exciting possibilities for you and all early childhood professionals. We discuss these changes in every chapter of *Fundamentals of Early Childhood Education*, which is designed to keep you current and on the cutting edge of early childhood teaching practices.

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

## NEW TO THIS EDITION

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

- The ninth edition includes a new chapter on technology, *Technology Today: Children, Families, and You*. This chapter focuses on helping early childhood professionals integrate technology into their teaching and learning with confidence. Specific “how to” topics include coding, blogging, tweeting, and integrating iPads, video conferencing, and smart boards into classroom practice. A special feature explains how to use technology to keep children with autism safe. Information about assistive technology enables early childhood educators to respond to the needs of all children in today’s diverse and inclusive classrooms.
- Every chapter includes expanded discussions, information, ideas, and practical activities on how to accommodate the needs of diverse learners in the inclusive classroom.
- The text includes several new Professionalism in Practice features, including Technology in the Kindergarten; Supporting Military Families: The Importance of High-Quality Child Care; How to Plan a STEM Curriculum for Infants and Toddlers; and Learning to Live Together—Creating Community at School.
- Each chapter includes an expanded focus on the diversity of American society and the corresponding impact on teaching and learning in the early classroom. Contemporary topics include how to respond to the needs of immigrant children; how to teach children from diverse cultural backgrounds and languages; how to

teach children of poverty and diverse socioeconomic backgrounds; and the effects of poverty on children's learning.

- Chapter 13 includes expanded discussions and information on ways to better appreciate and support the needs of diverse families, including LGBTQ families, military families, multigenerational families, and families with incarcerated members.
- New Applying Research to Practice features include When the Opioid Crisis Hits Home; Children of Loss and Separation; and Safe Practices for Infants and Toddlers.
- The text offers many practical ideas and suggestions for how to integrate engineering into STEM-focused activities. It emphasizes the importance of STEM education for under-served groups including infants and toddlers and girls, including information on “engineering for all.”
- All content is based on contemporary research and explores up-to-the-moment issues including the separation of children from their parents through immigration, divorce, incarceration, and foster care.
- Every chapter includes evidence-based practices supported by up-to-date research and documentation. All research is no older than the years (2017–2018). *Fundamentals of Early Childhood Education* is contemporary and current.
- The ninth edition promotes inclusivity throughout the text. It is inclusive in terms of children, families, cultures, programs, schools, and teachers. No one-size-fits-all approach is possible in early childhood education, so appreciation for and tolerance of diversity are placed front and center in the text.
- Expanded discussions focus on the importance of mental health and the role that it plays in children's well-being. The text provides ideas and suggestions for how teachers can support all children's mental health.
- Every chapter features an expanded emphasis on providing the reader with authentic, practical ideas, suggestions, and activities for how to translate text content into classroom practices. All major headings conclude with a “What Does This Mean for You?” list of practical, teacher-tested suggestions for applying theory to practice.
- Every chapter includes two new video-based Application Exercises. These exercises present the reader with a video illustrating child growth and development, teaching, and/or learning in action. An open-ended question asks the student to examine the video critically and respond using evidence from the video and understanding of chapter concepts. Feedback is provided for support or to compare students' answers with that of an experienced teacher. Examples include meeting the needs of English learners and supporting early literacy.

## THEMES THROUGHOUT THE TEXT

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

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

*grandparent-headed families, and families with incarcerated parents.* These demographic shifts have many implications for your teaching and children's learning. Throughout the text, we provide specific pedagogical practices to assure that all children and all families are welcomed and supported.

3. The importance of *developmentally appropriate practices (DAP)* and the application of these practices to all aspects of early childhood programs and classroom activities. In keeping with today's emphasis on academic achievement, *Fundamentals of Early Childhood Education* anchors your professional practice in DAP, beginning in Chapter 1, and provides you with step-by-step strategies for helping all children learn in developmentally appropriate ways.
4. The effects of poverty and low socioeconomic status on children and their families. Today, more children and families than ever before live below the poverty line. Many children come to school unprepared to meet the challenges of preschool or kindergarten. *Fundamentals of Early Childhood Education* helps you educate *all* children and learn how to close the achievement gaps that exist between children in poverty and their more economically advantaged peers.
5. The integration of the fields of *special education* and early childhood education. Increasingly, special education practices influence early childhood practices. *Fundamentals of Early Childhood Education* helps you understand the interwoven nature of these two fields and appreciate how this integration provides enhanced opportunities for both you and the children you teach in your inclusive classroom.
6. *School readiness.* How to help families get their children ready for school and how to promote children's school readiness is at the forefront of issues facing society today. *Fundamentals of Early Childhood Education* provides you with helpful information and strategies that enable you to close the readiness gaps that exist across ethnic, gender, linguistic, and socioeconomic backgrounds.
7. The integration of *STEAM* (science, technology, engineering, arts, and mathematics) subjects into the curriculum, with an emphasis on engineering for all students. STEAM subjects are considered to be of great importance by the nation's business leaders, and they constitute the foundation for providing a well-trained and educated workforce.
8. A renewed emphasis on providing for *children's mental health* growth and development. In the wake of well-publicized school shootings (e.g., the Parkland High School shooting) and other violent tragedies across the United States (e.g., the Las Vegas mass shooting), society is demanding that the nation's schools provide for children's healthy social and emotional development. Society needs children who are socially and emotionally healthy.
9. The use of *technology* to support children's learning. Contemporary teachers are savvy users of technology to promote children's learning and their own professional development. *Fundamentals of Early Childhood Education* helps you gain the technological skills you need to teach in today's classroom. Practicing professionals offer practical examples of how to integrate and use technology in teaching and learning in your classroom.

## TEXT FEATURES

*Fundamentals of Early Childhood Education, ninth edition,* includes numerous features designed to illustrate developmentally appropriate practice and provide a framework for you to master, reflect on, and apply chapter content to your professional practice. Here are a few things to look for:



**Dynamic Chapter Content.** Chapter content is organized around essential learning outcomes, designed to measurably boost your understanding.

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

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

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

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

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

### Features Designed to Increase Cultural Awareness

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

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

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

### Features That Show Real Children and Early Childhood Settings in Action

- **Portraits of Children.** In a text about children, it is sometimes easy to think about them in the abstract. The Portraits of Children found in Chapters 7 through 10 are designed to ensure that you consider children as individuals as we discuss how to teach them. The features present authentic portraits of real children from birth through third grade from all cultures and backgrounds, enrolled in real child care, preschool, and primary-grade programs across the United States. Each portrait includes developmental information across four domains: social–emotional, cognitive, motor, and adaptive (daily living). Accompanying questions challenge you to think and reflect about how you would provide for these children’s educational and social needs if they were in your classroom.
- **Newly Integrated Video Examples.** Each chapter includes at least four videos that illustrate text concepts and provide a window into the real world of teaching young children. The video examples allow you to view brief examples of section concepts without breaking the stride of your reading, keeping you focused and on task.

### Activities That Help You Apply Important Concepts and Ideas

- **Application Exercises.** In the Revel™ version, These exercises (two in every chapter) present a video illustrating child growth and development, teaching, and/or learning in action. An open-ended question asks you to examine the video critically and respond using evidence from the video and your understanding of chapter concepts. Feedback is provided for support or to compare your answer with that of an experienced teacher. Examples include meeting the needs of English learners and supporting early literacy.
- **Applying Research to Practice.** *Fundamentals of Early Childhood Education, ninth edition*, is a research-based text. A great deal of what teachers teach and how they teach it is based on research. In every chapter of *Fundamentals of Early Childhood Education, ninth edition*, there is an Applying Research to Practice feature which highlights current research “hot topics” and provides you with specific suggestions and activities for how you can translate today’s research and theory into your instructional practices.

### Chapter-Ending Activities for Professional Development

- **Ethical Dilemmas.** As an early childhood professional, you will face difficult choices in your career that require you to have a solid understanding of your ethical responsibilities and best practices. To that end, each chapter includes an ethical dilemma based on facts, current issues, and real-life situations faced by early childhood professionals today. They present difficult decisions that early childhood professionals have to make. These ethical dilemmas are intended to help you build a better understanding of what it means to think like a professional and to respond appropriately in complicated and potentially compromising situations.
- **Activities to Apply What You Have Learned.** Here we revisit the chapter-opening learning objectives and provide one activity per learning objective to help you assess your content knowledge and/or apply your understanding of that content.

## SUPPLEMENTS FOR INSTRUCTORS

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

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

# ACKNOWLEDGMENTS

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

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

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

# BRIEF CONTENTS

- CHAPTER 1**      **You and Early Childhood Education**  
Becoming a Professional 2
- CHAPTER 2**      **Understanding and Responding to Current Issues**  
Contemporary Influences on Teaching and Learning 40
- CHAPTER 3**      **History and Theories**  
Foundations for Teaching and Learning 80
- CHAPTER 4**      **Implementing Early Childhood Programs**  
Applying Theories to Practice 126
- CHAPTER 5**      **Observing and Assessing Young Children**  
Guiding, Teaching, and Learning 158
- CHAPTER 6**      **Technology Today**  
Children, Families, and You 200
- CHAPTER 7**      **Infants and Toddlers**  
Critical Years for Learning 230
- CHAPTER 8**      **The Preschool Years**  
Getting Ready for School and Life 266
- CHAPTER 9**      **Kindergarten Today**  
Meeting Academic and Developmental Needs 306
- CHAPTER 10**     **The Primary Grades**  
Preparation for Lifelong Success 342
- CHAPTER 11**     **Educating Children with Diverse Needs**  
Ensuring Each Child Learns 376
- CHAPTER 12**     **Guiding Children’s Behavior**  
Helping Children Be Their Best 406
- CHAPTER 13**     **Parents, Families, and the Community**  
Building Partnerships for Student Success 432
- Appendix**  
Time Line: The History of Early Childhood Education 462
- Endnotes 465**
- Glossary 491**
- Name/Author Index 499**
- Subject Index 502**

# CONTENTS

## chapter 1

### You and Early Childhood Education

Becoming a Professional 2

#### The Early Childhood Professional and the Six Standards of Professionalism 3

The Six Standards of Professionalism 3

Standard 1: Child Development and Learning 4

Standard 2: Building Family and Community Relationships 5

Standard 3: Observing, Documenting, and Assessing to Support Children and Families 6

Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families 7

Standard 5: Using Content Knowledge to Build Meaningful Curriculum 8

Standard 6: Becoming a Professional 10

Professional Dispositions 14

#### Developmentally and Culturally Appropriate Practice and Essential Practices for Teaching in Inclusive Early Childhood Classrooms 15

Knowing Children 15

Teaching and Learning in the Inclusive Classroom: Essential Professional Practices 16

Core Considerations in Developmentally Appropriate Practice 17

Making Developmentally Appropriate Decisions 17

Teaching the Whole Child 24

#### Pathways to Professional Development 24

Ready, Set, Teach! 25

The CDA Program 27

Associate Degree Programs 27

Baccalaureate Programs 27

Alternative Certification Programs 27

Master's Degree Programs 28

Your Ongoing Professional Development 28

#### Developing a Philosophy of Education 28

Read 29

Reflect 29

Value 30

Discuss 30

Write 30

Evaluate 31

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

Teaching in Early Childhood Today 31

New Roles for Early Childhood Professionals 34

#### Activities for Professional Development 37

Ethical dilemma: "I Am Concerned About the Teaching Practice of a Coworker . . ." 37

Application Activities 37

## chapter 2

### Understanding and Responding to Current Issues 40

Contemporary Influences on Teaching and Learning 40

#### Issues Influencing the Practice of Early Childhood Education 40

Children of the Gaps 41

Solutions to the Gaps 49

#### Wellness and Healthy Living 51

Dental Caries 52

Asthma 53

Lead Poisoning 53

Obesity 54

Mental Health of Young Children 56

#### Providing for Diverse Children and Cultures 57

Culturally Responsive Teaching 57

Multicultural Infusion 58

Fostering Cultural Awareness 58

Using Appropriate Instructional Materials 59

#### Teaching and Learning in the Inclusive Classroom 61

What Does This Mean for You? 61

#### Preventing Violence, Bullying, Racism, and Abuse 62

Violence 62

School Shootings 63

Bullying 65

Use Conflict-Resolution Strategies and Promote Peaceful Living 71

Combating Racism 73

Childhood Abuse and Neglect 74

#### Activities for Professional Development 77

Ethical dilemma: "Our Children Need Recess!" 77

Application Activities 77

## chapter 3

### History and Theories 80

Foundations for Teaching and Learning 80

#### The History of Early Childhood Education: Why is it Important? 80

- Rebirth of Great Ideas 80
- Build the Dream—Again 81
- Implement Current Practice 81

#### The Importance of Theories of Learning 81

- Communicate 84
- Evaluate Learning 84
- Make Decisions 84
- Provide Guidance 84

#### Famous Historical Figures and Their Influence on Early Childhood Education 84

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

#### Integrating History and Theories 99

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

#### From Luther to Today: Basic Beliefs Essential for High-Quality Programs 121

- Basic Beliefs About Teaching Children 121
- Basic Beliefs About Teachers and Teaching 121
- Basic Beliefs About Collaborating with Parents and Families 122

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

#### Activities for Professional Development 124

- Ethical dilemma: "Does She Belong in My Class?" 124
- Application Activities 124

## chapter 4

### Implementing Early Childhood Programs 126

Applying Theories to Practice 126

#### Child Care: Serving Children and Families 126

Early Childhood Programs 127

The Importance of Child Care 130

Types of Child Care 130

#### What is Quality Education and Care? 133

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

#### Program Models 138

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

#### Federal Programs for Young Children 149

- Head Start Programs 149
- Early Head Start 153
- Teaching and Learning in the Inclusive Classroom: Learning Modalities 154

#### Additional Early Childhood Models 155

- The Project Approach 155
- Creative Curriculum 155

#### Activities for Professional Development 157

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

## chapter 5

### Observing and Assessing Young Children 158

Guiding, Teaching, and Learning 158

#### Assessment and Its Purpose 158

- Principles of Assessment 159
- Purposes of Assessment 160

#### Developmentally Appropriate Classroom Assessment 161

- Formative and Summative Assessments 162
- Reporting to and Communicating with Parents and Families 163

#### Types and Methods of Assessment 164

- Authentic Assessment 164
- Traditional Assessment 165
- Formal Assessment 165
- Assessment for School Readiness 167
- Informal Assessment 168

#### The Power of Observation 188

- Purposes of Observation 188

Advantages of Gathering Data Through Observation 190  
Steps for Conducting Observations 191

### **The Contexts of Assessment: Observation, Assessment, Evaluation, and Achievement 192**

#### **Teaching and Learning in the Inclusive Classroom: Assessment of Children with Disabilities and English Learners 193**

Providing Accommodations for Assessment 194

#### **Critical Issues in the Assessment of Young Children 194**

Assessment and Accountability 194  
Blurring the Line Between Assessment and Teaching 195  
State Standards and Testing 195  
How Young Is Too Young? 195

#### **Activities for Professional Development 197**

Ethical dilemma: Does Practice Make Perfect? 197  
Application Activities 197

## **chapter 6**

### **Technology Today 200**

Children, Families, and You 200

#### **Children of the Net Generation 200**

Technology: A Definition 201  
Technological Integration in Educational Settings 201  
The Every Student Succeeds Act and the National Education Technology Plan 202  
Digital Literacy 202  
Technology and Social Collaboration 202  
Supporting Children's Technology Use 202  
Developmentally Appropriate Technology Use for Young Children 203

#### **Integrating Technology in Early Childhood Programs 206**

STEM: Science, Technology, Engineering, and Mathematics 206  
Integrating Technology in Your Program 209  
iPads in the Early Childhood Classroom 213  
Using Twitter to Teach and Learn 218  
Blogging in the Classroom 219  
Technology and Assessment 219

#### **Parents and Technology 220**

Technology and Parent Engagement 220  
Supervision of Children's Internet Use 222

#### **Technology and Special Childhood Populations 222**

Uses of Assistive Technology 223  
Examples of Assistive Technology 223  
Assistive Technology and Literacy 224  
Benefits of Assistive Technology 224  
Accommodating for Social Interactions 225  
Accommodating Diverse Learners 226

#### **Activities for Professional Development 228**

Ethical dilemma: Call Me a Luddite If You Like! 228  
Application Activities 229

## **chapter 7**

### **Infants and Toddlers 230**

Critical Years for Learning 230

#### **What are Infants and Toddlers Like? 230**

Toddlers Are Active 231  
Portraits of Infants and Toddlers 231  
Infant/Toddler Milestones 231  
What Is Normal Development? 234  
Nature Versus Nurture 234  
Brain Development 234  
What Is the Brain Like? 235  
Critical Periods of Development 236  
Sensitive Periods of Development 236  
Applying Brain Research 236

#### **Infant and Toddler Development 238**

Psychosocial and Emotional Development 238  
Social Behaviors 239  
Attachment and Relationships 240  
Temperament and Personality Development 242  
Motor Development 242  
Cognitive Development 244  
Stages of Sensorimotor Intelligence 244  
Language Development 246

#### **Preparing Enriched Environments for Infants and Toddlers 250**

Provide for Health and Safety 251  
Provide for Basic Emotional Needs 251  
Provide Space and Materials for Active Involvement 251  
Developmentally Appropriate Curriculum for Infants and Toddlers 252  
Culturally Appropriate Practice 253  
Curriculum for Infants and Toddlers 255  
Provide Daily Routines 255  
Encourage Language Development 257  
Promote Respectful Social Development and Interactions 257  
Technology and Infants and Toddlers 257  
Provide Engaging and Challenging Activities 258

#### **Infant, Toddler, and Early Childhood Mental Health 260**

#### **Teaching and Learning in the Inclusive Classroom 263**

#### **Activities for Professional Development 264**

Ethical dilemma: To Vaccinate or Not to Vaccinate? 264  
Application Activities 265



**chapter 8****The Preschool Years 266**

Getting Ready for School and Life 266

**What is Preschool? 266**

Why Are Preschools Growing in Popularity? 267  
 Preschool Goals 269

**What are Preschoolers Like? 271**

Physical and Motor Development 271  
 Social and Emotional Development 274  
 Cognitive Development 275  
 Language Development 277  
 Coding in Preschool 279

**School Readiness 280**

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

**The Teacher's Role in Encouraging Peer Interactions in Inclusive Preschool Classrooms 288**

"Letting Kids Help Each Other Is the Way to Go!" 289  
 Peer Interactions in the Classrooms 289

**Developmentally Appropriate Practice and the Preschool Curriculum 289**

Daily Schedule 289

**Play in Preschool Programs 296**

Accommodating Play 296  
 Planning for Play 298  
 Kinds of Play 301

**Activities for Professional Development 303**

Ethical dilemma: There's Only One Way 303  
 Application Activities 304

**chapter 9****Kindergarten Today 306**

Meeting Academic and Developmental Needs 306

**The History of Kindergarten Education 306**

Kindergarten Today 308

**Kindergarten: What Children are Like, Who Attends, and Formats of Programs 308**

Physical Development 310  
 Social and Emotional Development 310  
 Cognitive and Language Development 312  
 Children Who Attend Kindergarten 312  
 Formats of Kindergarten Programs 312  
 Supporting Children's Developmental Approaches to Learning 317

**Environments for Kindergartners 319**

The Healthy Environment 319

The Respectful Environment 320

The Supportive Environment 320

The Challenging Learning Environment 321

The Physical Environment 322

The Social Environment 323

**Curriculum in the Kindergarten Classroom 323**

Standards in Kindergarten 324

Developmentally Appropriate Practice in the Kindergarten Classroom 324

Literacy and Reading in Kindergarten 325

Reading and Writing Workshops 329

Lesson Planning 331

Mathematics in Kindergarten 331

Science in Kindergarten 334

Social Studies in Kindergarten 334

Technology in Kindergarten 336

The Arts in Kindergarten 338

Teaching and Learning in the Inclusive Classroom 339

**Activities for Professional Development 340**

Ethical dilemma: Full-Day Kindergarten Poses a Problem 340

Application Activities 340

**chapter 10****The Primary Grades 342**

Preparation for Lifelong Success 342

**Teaching in Grades 1 Through 3 342**

Contemporary Schooling 342

Contexts That Influence Teaching and Learning 343

**What are Children in Grades 1 to 3 Like? 349**

Physical Development 351

Social Development 352

Emotional Development 353

Moral Development 355

Cognitive Development 356

**Environments That Support Learning in the Primary Grades 357**

The Physical Environment 357

The Social Environment 358

Environments That Support Prosocial and Conflict Resolution Education 358

**Curriculum in the Primary Grades 359**

Developmentally Appropriate Practice in the Primary Grades 359

Teaching Practices 359

Literacy and Reading in the Primary Grades 361

Math in the Primary Grades 362

Science in the Primary Grades 366

Arts in the Primary Grades 369

Social Studies in the Primary Grades 369

Teaching Critical Thinking 371  
 Teaching and Learning in the Inclusive Classroom 373

**Activities for Professional Development 373**

Ethical dilemma: Poorest Excuse Award 373  
 Application Activities 374

**chapter 11**

**Educating Children with Diverse Needs 376**

Ensuring Each Child Learns 376

**The Individuals with Disabilities Education Act 376**

IDEA's Seven Principles 377  
 Additional Provisions of IDEA 379  
 Consultation and Collaboration 382

**Children with Disabilities 384**

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

**Teaching English Learners and Dual Language Learners 394**

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

**Multicultural Education 398**

Multicultural Awareness 399

**Homeless Children 402**

Effects of Homelessness on Children 402  
 Combating Homelessness 403

**Activities for Professional Development 404**

Ethical dilemma: Speak English First! 404  
 Application Activities 405

**chapter 12**

**Guiding Children's Behavior 406**

Helping Children Be Their Best 406

**Why Guide Children's Behavior? 406**

What Is Guiding Behavior? 407

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

The Community of Learners 408

**What is the Social Constructivist Approach to Guiding Behavior? 410**

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

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

**Twelve Steps for Guiding Behavior 415**

Step 1: Use Constructivist Guidance Guidelines 415  
 Step 2: Guide the Whole Child 415  
 Step 3: Know and Use Developmentally Appropriate  
 Practice 417  
 Step 4: Meet Children's Needs 417  
 Step 5: Help Children Build New Behaviors 418  
 Step 6: Empower Children 419  
 Step 7: Establish Appropriate Expectations 420  
 Step 8: Arrange and Modify the Classroom  
 Environment 422  
 Step 9: Model Appropriate Behavior 422  
 Step 10: Avoid Problems 423  
 Step 11: Develop a Partnership with Parents, Families, and  
 Others 424  
 Step 12: Use and Teach Conflict Management 424  
 Applying the Twelve Steps 425  
 Expelled from Preschool? 425  
 Physical Punishment and Children's Development 427

**Teaching and Learning in the Inclusive Classroom:  
 Accommodating Diverse Learners 428**

Tangible Reinforcement 428  
 Activity-Based Reinforcement 428  
 Token Reinforcement 429  
 Social Reinforcement 429  
 Natural Reinforcement 429

**Activities for Professional Development 431**

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

**chapter 13**

**Parents, Families, and the Community 432**

Building Partnerships for Student Success 432

**Contemporary Views of Parent and Family Partnerships 433**

Ownership 433  
 Increasing Student Achievement 433

**Changing Parents and Families: Changing Involvement 434**

Working Parents 434  
 Fathers 435  
 Single Parents 437  
 Teenage Parents 438  
 Prisons and Incarcerated Families 439  
 Homeless Families and Children 440  
 Multigenerational Families 442  
 Linguistically Diverse Parents and Families 442

Lesbian, Gay, Bisexual, Transgender, and Questioning Families 443

Military Families 446

### **Types of Parent and Family Involvement 448**

Type 1: Personal or Individual Involvement and Empowerment 449

Type 2: Home and Family Involvement and Empowerment 449

Type 3: School-Based Involvement and Communication 449

Type 4: Community-Based Involvement, Empowerment, and Leadership 451

Type 5: Leadership, Decision Making, and Advocacy 451

Type 6: State and National Involvement 452

Home Visitation 452

Family Conferences 454

Making Contact by Telephone 455

### **Teaching and Learning in the Inclusive Classroom: Involving Families of Children with Disabilities 457**

Community and Business Involvement 458

### **Activities for Professional Development 460**

Ethical dilemma: Getting Parents to Exercise Their Rights Is the Highest Form of Parent Involvement 460

Application Activities 460

### **Appendix**

Time Line: The History of Early Childhood Education 462

**Endnotes 465**

**Glossary 491**

**Name/Author Index 499**

**Subject Index 502**

# SPECIAL FEATURES



## APPLYING RESEARCH TO PRACTICE

- Supportive Teachers Play Critical Roles in Children's Academic Success 23
- Highly Effective Teachers 36
- Children of Loss and Separation 45
- Linking Pre-K, Half-Day, and Full-Day Kindergarten to Third-Grade Reading: How to Spend the Funds 97
- Head Start Programs Increase Parent Involvement 150
- Using Data to Guide Teaching and Learning 187
- Professional Development is the Key to Success for Integrating Technology into the Classroom 217
- Safe Sleep Practice: What Research Tells Us 254
- Serve and Return Conversations 287
- Does Class Size Make a Difference? 361
- Daily Report Cards Improve Students' Behavior 381
- Children and Self-Control: It's All About the Brain! 420
- When The Opioid Crisis Hits Home: Parents Who Misuse Or Abuse Drugs 435
- How to Teach in a Child-Centered Program 93
- How to Scaffold Children's Learning 110
- Tips for Implementing the Project Approach in Inclusive Classrooms 156
- Making a Difference 189
- iPads in the Early Childhood Classroom 213
- The Case for Continuity of Care in Infant and Toddler Classrooms 238
- How to Plan Appropriate Curriculum For Infants and Toddlers: The Importance of "Tuning-In" 256
- How to Plan a Stem Curriculum for Infants and Toddlers 259
- How to Promote Preschoolers' Cognitive Development 276
- The Preschool Woodworking Center 294
- Using Blocks to Help Preschoolers Build Mathematical Skills 300
- 5E Lesson Plan: Literacy 332
- How to Integrate Literacy and Content Areas Across the Kindergarten Curriculum 335
- How to Implement a Successful Guided Reading Program 363
- Bright Ideas for Teaching Math 364
- 5E Lesson Plan: Geometry 365
- Children with Special Needs Need a Little Helping Hand 378
- How to Guide Hard-to-Manage Children to Help Ensure Their Success 412
- Supporting Military Families: The Importance of High-Quality Child Care 447
- The Home Library: Transforming At-Risk Readers 450



## PROFESSIONALISM IN PRACTICE

- Teaching as a Passion 11
- Learning to Live Together: Creating Community at School 18
- How you can close the achievement gaps 50
- How to Create Classroom Environments That Support Peaceful Living and Learning 72
- The Dream Comes True 82

**DIVERSITY TIE-IN**

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

**TECHNOLOGY TIE-IN**

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