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Supporting Change and Reform in Preservice Teaching in North Carolina



Instructional Resources Webinar

November 6, 2013

12:00 pm – 1:00 pm EST

<http://scriptnc.fpg.unc.edu>



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Welcome and Introduction

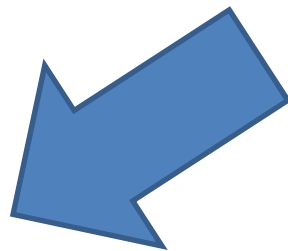


Logistics

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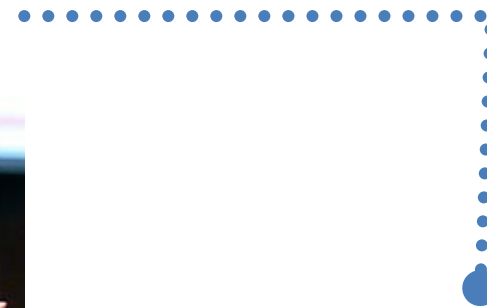
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Who's There?



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Landing Pads

Resource Descriptions

Resources for Faculty

Course-Specific Landing Pads

Locate course-specific resources to enhance coursework by incorporating evidence-based and competency-based practices that support the inclusion of children that are culturally, ethnically, and ability diverse.



EDU 280 Language and Literacy



EDU 221 Children with Exceptionalities



EDU 144 Child Development and Learning (Birth to 36 months)



EDU 145: Child Development II



EDU 146: Social-Emotional Development/Child Guidance



EDU 131: Child, Family, and Community



EDU 153: Health, Safety, and Nutrition



EDU 119: Introduction to Early Childhood



EDU 151: Creative Activities

<http://scriptnc.fpg.unc.edu/resource-search>

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Creative Activities: EDU 151

Approved Course Description

EDU 151: Creative Activities

This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and dramatics for all children. Upon completion, students should be able to create, adapt, implement and evaluate developmentally supportive learning materials, experiences and environments.

This Landing Pad provides resources that can be incorporated into Creative Activities to support the inclusion of children that are culturally, linguistically, and ability diverse. Click [\[here\]](#) to download the landing pad resources as a document.



Creative Activities Landing Pad

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The Context for This Course



Most early childhood teachers would tell you that creativity is important; and that creativity should be considered an integral part of every early childhood setting. Yet, too often, it is limited to being a part of art education. How can creativity be nurtured and developed in all cognitive, social, and physical aspects of early childhood?

The Context for This Course

Developing, implementing, and evaluating a curriculum framework can be complex and at times challenging. Yet a curriculum framework is important in ensuring:

- Access to and full participation by each child;
- Adherence to the program's mission and goals;
- Assurance that individual children's and families' needs are met; and
- Accountability to agency and state standards/mandates.

DEC, 2007



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**Creative
Activities ≠
Fun With
Felt**



Vygotsky on Creativity

‘We can identify creative processes in children at the very earliest ages, especially in their play. A child who sits astride a stick and pretends to be riding a horse; a little girl who plays with a doll and imagines she is its mother; a boy who in his games becomes a pirate, a soldier, or a sailor, all these children at play represent examples of the most authentic, truest creativity.’

(Vygotsky, 2004/1930:11)



How do you create an informed lens for seeing and supporting creativity across the curriculum and across domains?



- Cultural, linguistic, and ability diversity
- Universal Design for Learning (UDL)
- Multiple Intelligences


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How will your examples reflect the children and families you serve?

A recent review of the literature relating to creativity and early childhood revealed:

- children's own cultural constructions are rarely emphasized
- artistic processes and artistic products that “are held in high cultural esteem” are usually emphasized

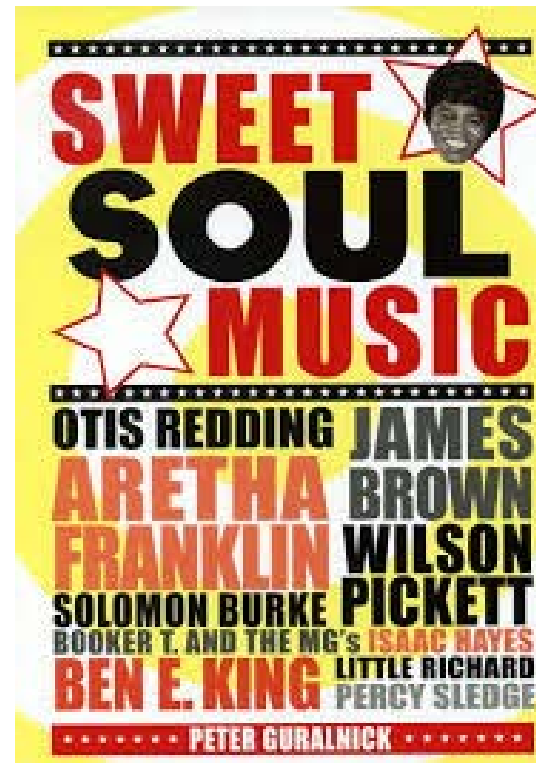
(Childhood, Culture, and Creativity, 2010, p. 11)



Consider This Assignment

Ask students to

1. Learn about the kind of music a family or families frequently listen to
2. Use your state's early learning guidelines to get ideas for developmentally appropriate activities that could incorporate music
3. Describe how they would share with the family ideas for how to use music they enjoy to support the development of their child



Universal Design for Learning

The provision of multiple and varied formats for instruction and learning

- Multiple means of representation
- Multiple means of engagement
- Multiple means of expression



Multiple Means of Expression

Various formats:

kinesthetic

VISUAL

auditory



Multiple Means of Engagement

Attention

curiosity

MOTIVATION

Interests

preferences

PERSONAL STYLE



Multiple Means of Expression

speaking

SIGNING

gestures

POINTING

drawing

assistive technology

SINGING

Typing/texting



Just the Facts: Evidence Sources Related to Creative Activities



Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation

Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation (2017) has been developed by the Institute for Early Childhood Education (IECE) of the Council for Exceptional Children in partnership with the National Association for Early Childhood Curriculum, Assessment, and Program Evaluation—Building an Effective, Inclusive System for Programs for Children from Birth Through Age 8, created by the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). The DEC document includes three sections: "Curriculum," "Assessment," and "Program Evaluation." The intended audience for the document includes early childhood administrators and personnel who work with young children with disabilities. Teachers, education those providing professional development, family members, and state and federal policy makers will also benefit from these materials.

Background, History, and Context

The NAEYC-NAECS/SDE position statement

As described in the NAEYC and NAECS/SDE document (2015), a number of emerging factors led to the development of the new, reorganized joint position statement. NAEYC and NAECS/SDE had previously published a joint position statement on early childhood curriculum and assessment (2009). Since then:

- 1. Much more has been learned about the power of high-quality curricula, effective assessment practices, and ongoing program evaluation to support better outcomes for young children. Yet the architecture of the early childhood education system, which still excludes the public schools, has not allowed this knowledge to be fully used—resulting in curricula, assessment systems, and program evaluations practices that are not consistently high quality (NAEYC & NAECS/SDE, 2017, p. 5).

These and other developments prompted the decision to create a new position statement and to form a working group including leaders from both organizations and other partners. As part of this process, the two organizations sought the input of other stakeholders, including the leadership of DEC. Drafts were posted on the NAEYC and NAECS/SDE websites and used to support the feedback conference presented further discussion of the position statement's recommendations. The

need for these efforts was a document that was approved both by NAEYC's Governing Board and by the membership of NAECS/SDE.

After the NAEYC-NAECS/SDE position statement (2017) was approved by the NAEYC Board, the DEC Executive Board developed the paper. They also approved the development of a companion paper to the NAEYC-NAECS/SDE position statement. A working group was formed that included experts in curriculum, assessment, and program evaluation, as well as a liaison from the DEC Executive Board and NAEYC. The specific charge to the working group was to review the general recommendations from the NAEYC-NAECS/SDE position statement (2017) and translate them in light of specific issues for programs serving young children with disabilities and their families. Three issues included:

1. Significant increases in accountability evaluation in the area of early intervention and early childhood special education (ECE/CS) through both the No Child Left Behind Act (NCLB) of 2001 and the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. This included the identification of IDEA outcomes that were to be measured by all Part C and Part D Special Education Programs under IDEA.
2. An increase in the mandate in IDEA related to inclusive settings, including setting children in natural environments for early intervention, and access to the general curriculum for preschool children with disabilities.
3. Increased attention to quality in inclusive settings, as outlined in DEC's Accredited Practice A, Comprehensive Guide for Practice (curriculum, social, linguistic, health, & motor, 2015) and the NAEYC revised program standards and assessment criteria.

KEY RECOMMENDATION: All learners have access to and participate in the curriculum through multiple means of representation, engagement, and expression.

Table 1C

Infants/Toddlers	Preschoolers	Kindergarten/Primary
Multiple Means of Expression		
<p>Multiple means of expression ensures children have a variety of formats for responding, demonstrating what they know, and for expressing ideas, feelings, and preferences. In addition, children have options in their use of resources, toys, and materials, addressing individual strengths, preferences, and abilities. This chart presents just a few examples of the many ways that children might demonstrate what they know and are able to do.</p>		
<p>Children are encouraged to show preferences, what they are able to do, and what they know in different and multiple ways. For example:</p> <ul style="list-style-type: none"> • Children show how they prefer to play with blocks by acting upon them in different ways such as building, stacking, linking, making patterns, banging, holding, or mouthing. • Children respond to caregiver comments and questions using verbal expressions 	<p>Children are encouraged to express their understanding in many different ways. For example, children learning nursery rhymes may:</p> <ul style="list-style-type: none"> • Recite or sing the rhymes individually or in small groups. • Act them out in the dramatic play area or with puppets. • Create a visual representation in the art area. 	<p>Children have multiple opportunities to demonstrate their knowledge and skills, ideas, feelings, and preferences. For example, children in third grade are given a list from which they may select the way they want to show what they have learned in their social studies lesson. They may work alone, with a partner, or may form small groups to:</p> <ul style="list-style-type: none"> • Write a report on one of several key topics.

See for Yourself




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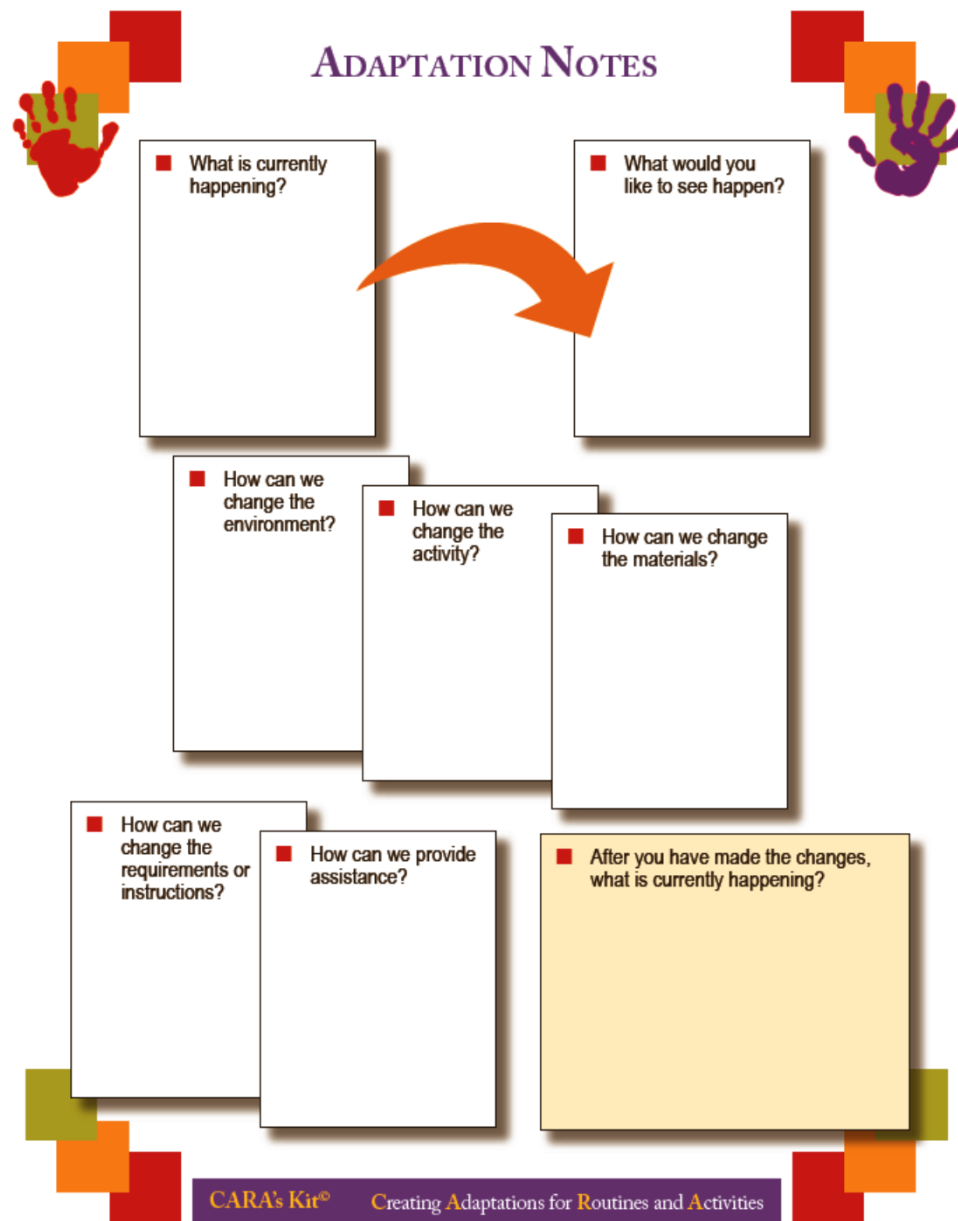
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Consider This Assignment



- Provide students with a scenario in which a specific child is not being successful in a specific situation
- Ask students to use the Adaptation Notes to strategize about how they would incorporate creative approaches to support success
- Consider other ways in which the Adaptation Notes could be used (e.g., field experiences, family conferences)



"Early Childhood Inclusion embodies the values, policies, and practices that uphold the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society".

Joint Position Statement of the Division for Early Childhood (DEC)
and the National Association for the Education of Young Children (NAEYC)



Multiple Intelligences

Developing Multiple Intelligences in Young Learners

By Connie Hine

Current research on the brain, learning and human intelligence from a variety of disciplines, including medicine, cognitive sciences, and education has provided information with profound implications to education. This research is challenging and stretches the traditional approaches to education and teaching, particularly with regard to the ability to learn, human intelligence, and how efficient learning occurs.

Intelligence—What Is It?

The traditional theory of intelligence has two fundamental assumptions:

1. that human cognition is unitary; and
2. that individuals can be adequately described as having a single, quantifiable intelligence.

The traditional theory of intelligence has helped create a mindset or paradigm as to what "smart" or "intelligent" is, who has potential or ability to be smart, and how we can or cannot become smart. This has clearly influenced current educational practices. It is still common educational practice to use the score from standardized intelligence tests to qualify children for various special programs. It is assumed these tests measure intelligence accurately and meaningfully.



A Curriculum for Creativity

Art as a Way of Learning

This dynamic professional development program places the arts central to teaching and learning. It gives teachers, educators and principals the knowledge and skills to develop an art-infused school, allowing children to use the arts in all of their daily learning. Children can use visual arts to express knowledge, and develop critical thinking and problem-solving skills.



Guiding Principles

- **Art is a language.**

The arts are a language organized by elements and principles that provide a medium for communicating information, posing and solving problems, and expressing imagination and feelings.



- **Children use art.**

Children demonstrate a natural, spontaneous ability to use and develop competency in the various symbol systems. Their singing, stories, dancing, dramas, and painting demonstrate an unabashed enthusiasm for artistic communication.

- **Art leads learning.**

When children use art as a language, they develop skills and tools to communicate effectively while they explore essential ways of reasoning such as visual thinking, image making and problem posing and solving.

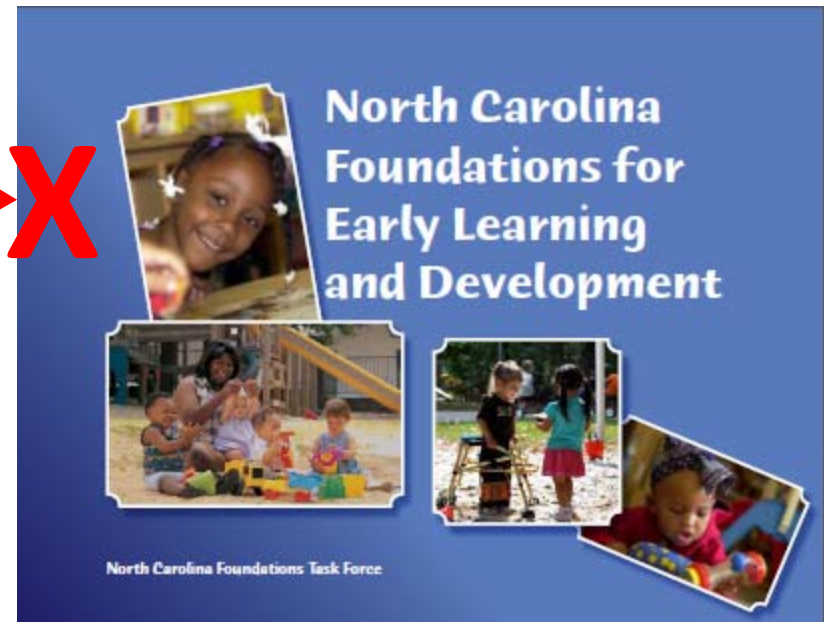
- **Teachers guide learning.**

When teachers define and explore art as a language, student curiosity is nurtured, and individual interests and perceptual strengths are appreciated.

Consider this Activity/Assignment



Send your students on a treasure hunt through your state's early learning guidelines.



In Approaches to Learning

Play and Imagination

Goal APL-3: Children engage in increasingly complex play.

Developmental Indicators

Infants	Younger Toddlers	Older Toddlers	Younger Preschoolers	Older Preschoolers
<ul style="list-style-type: none"> Show interest in other children playing (watch, turn toward). <i>APL-3a</i> Imitate sounds, facial expressions, or gestures (cover face with hands, hands up for “so big”). <i>APL-3b</i> Play with simple objects, using them to make sounds and other interesting results. <i>APL-3c</i> Begin to participate in give-and-take exchanges of sounds and gestures (“serve and return”). <i>APL-3d</i> 	<ul style="list-style-type: none"> Play alongside other children, sometimes imitating their actions. <i>APL-3e</i> Imitate adult actions with objects, first with real objects and then with objects that are used to represent another object (talk on phone, feed doll, use a chair as pretend car). <i>APL-3f</i> Take turns in simple games (pat-a-cake, peek-a-boo). <i>APL-3g</i> Offer toys and objects to others. <i>APL-3h</i> 	<ul style="list-style-type: none"> Try to involve other children in play. <i>APL-3i</i> Make believe, pretend, and act out familiar life scenes, sometimes using objects to represent something else (a shoe becomes a phone). <i>APL-3j</i> Play with others with a common purpose (play a chase game). <i>APL-3k</i> Communicate about what is happening during pretend play (“He eating,” point to a picture on a communication board when feeding a toy baby with a spoon; “Now go work,” after putting on shoes and necktie). <i>APL-3l</i> 	<ul style="list-style-type: none"> Engage in dramatic play themes that include interacting with other children, but often are not coordinated. <i>APL-3m</i> Talk to peers and share materials during play. <i>APL-3n</i> Engage in make-believe play with imaginary objects. <i>APL-3o</i> Use language to begin and carry on play with others. <i>APL-3p</i> Express knowledge of their everyday lives and culture through play (uses chopsticks to eat, pretends to fix hair the way his/her family styles hair). <i>APL-3q</i> 	<ul style="list-style-type: none"> Develop and sustain more complex pretend play themes in cooperation with peers. <i>APL-3r</i> Use more complex and varied language to share ideas and influence others during play. <i>APL-3s</i> Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture). <i>APL-3t</i> Demonstrate their cultural values and “rules” through play (tells another child, “That’s not what mommies do.”). <i>APL-3u</i>

In Emotional & Social Development

Learning About Feelings

Goal ESD-6: Children identify, manage, and express their feelings.

Developmental Indicators

Infants	Younger Toddlers	Older Toddlers	Younger Preschoolers	Older Preschoolers
<ul style="list-style-type: none"> Express a range of emotions (happiness, sadness, fear, and anger) with their face, body, and voice. <i>ESD-6a</i> Show when they feel overwhelmed or are in distress or pain (cry, yawn, look away, extend arms or legs, arch their body, fuss). <i>ESD-6b</i> Soothe themselves (suck thumb or pacifier, shift attention, snuggle with soft toy). <i>ESD-6c</i> 	<ul style="list-style-type: none"> Express a range of emotions (happiness, sadness, fear and anger) with their face, body, and voice. <i>ESD-6d</i> Use body language, facial expression, and sometimes words to communicate feelings (clap when happy, pout and hunch shoulders when sad, shout "Whee!" when excited). <i>ESD-6e</i> Separate from parent or main caregiver without being overcome by stress. <i>ESD-6f</i> Find comfort and calm down in a familiar setting or with a familiar person. <i>ESD-6g</i> 	<ul style="list-style-type: none"> Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. <i>ESD-6h</i> Communicate to make needs known. <i>ESD-6i</i> Manage emotions and control impulses with guidance and support (Say "I don't like that!" instead of hitting; wait by door instead of running ahead when excited to go out). <i>ESD-6j</i> Display emotional outbursts less often. <i>ESD-6k</i> 	<ul style="list-style-type: none"> Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. <i>ESD-6l</i> Use a variety of words or signs to express and manage feelings more clearly. <i>ESD-6m</i> Describe reasons for their feelings ("I'm sad because Grandma's leaving." "That makes me mad when you do that!"). <i>ESD-6n</i> 	<ul style="list-style-type: none"> Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. <i>ESD-6o</i> Independently manage and express feelings effectively most of the time. <i>ESD-6p</i> Use a larger vocabulary for talking about different feelings ("I'm frustrated with that puzzle!" "I'm excited about our trip."). <i>ESD-6q</i> Give reasons for their feelings that may include thoughts and beliefs as well as outside events ("I'm happy because I wanted to win and I did."). <i>ESD-6r</i> Use problem-solving strategies when feeling angry or frustrated. <i>ESD-6s</i>

Teachers and caregivers should keep in mind that the way children express their emotions may be different for children from different cultural groups.

In Health & Physical Development

Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.

Developmental Indicators

Infants	Younger Toddlers	Older Toddlers	Younger Preschoolers	Older Preschoolers
<ul style="list-style-type: none"> Use both hands to swipe at, reach for, grasp, hold, shake, and release objects. <i>HPD-5a</i> Transfer objects from one hand to the other. <i>HPD-5b</i> Use a pincer grasp to pick up an object with finger and thumb. <i>HPD-5c</i> 	<ul style="list-style-type: none"> Use hands to manipulate objects (stack two or three large blocks, pick up or roll a ball). <i>HPD-5d</i> Use hands and eyes together (put together and take apart toys, feed themselves finger foods, fill containers). <i>HPD-5e</i> Use simple tools (spoon for feeding, hammer with pegs, crayon for scribbling). <i>HPD-5f</i> 	<ul style="list-style-type: none"> Use more complex, refined hand movements (stack a few small blocks, try to draw, turn pages one at a time). <i>HPD-5g</i> Use hands and eyes together with a moderate degree of control (complete puzzles, thread beads with large holes, use shape sorters). <i>HPD-5h</i> Use tools that require finger and hand control (large paintbrush, measuring cups, switches, shovel). <i>HPD-5i</i> 	<ul style="list-style-type: none"> Draw simple shapes and figures (square for block, circles). <i>HPD-5j</i> Engage in activities that require hand-eye coordination (build with manipulatives, mold Play-Doh®, work puzzles with smaller pieces). <i>HPD-5k</i> Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, adapted tools). <i>HPD-5l</i> 	<ul style="list-style-type: none"> Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms). <i>HPD-5m</i> Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces). <i>HPD-5n</i> Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). <i>HPD-5o</i>

In Language Development & Communication

Goal LDC-5: Children describe familiar people, places, things, and events.

Developmental Indicators

Infants	Younger Toddlers	Older Toddlers	Younger Preschoolers	Older Preschoolers
<i>Emerging</i>	<ul style="list-style-type: none"> Act out familiar scenes and events, and imitate familiar people. <i>LDC-5a</i> 	<ul style="list-style-type: none"> Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day. <i>LDC-5b</i> Use dramatic play to act out familiar scenes and events, and imitate familiar people. <i>LDC-5c</i> 	<ul style="list-style-type: none"> Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day. <i>LDC-5d</i> Describe experiences and create or retell short narratives. <i>LDC-5e</i> 	<ul style="list-style-type: none"> Describe experiences and create and/or retell longer narratives. <i>LDC-5f</i>



In Cognitive Development

Scientific Exploration and Knowledge

Goal CD-14: Children observe and describe characteristics of living things and the physical world.

Developmental Indicators

Infants	Younger Toddlers	Older Toddlers	Younger Preschoolers	Older Preschoolers
<ul style="list-style-type: none"> Observe and explore natural phenomena indoors and outdoors, using all senses (rub hands over grass, lift face to feel wind, pat family dog, splash water). <i>CD-14a</i> 	<ul style="list-style-type: none"> Use abilities to observe and explore natural phenomena indoors and outdoors with focus, using all senses (notice and interact with small insects, smell flowers, catch falling snow, shuffle through leaves). <i>CD-14b</i> 	<ul style="list-style-type: none"> Participate in the care of living things with guidance and support (water plants, help to feed classroom pet). <i>CD-14c</i> Show curiosity and investigate the world of nature indoors and outdoors (pick up rocks, scratch frost on window, ask questions about things seen outdoors). <i>CD-14d</i> 	<ul style="list-style-type: none"> Participate in the care of living things, with guidance and support (water plants, help to feed classroom pet). <i>CD-14e</i> Notice and react to the natural world and the outdoor environment. <i>CD-14f</i> Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat. <i>CD-14g</i> Notice and describe current weather conditions. <i>CD-14h</i> Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens). <i>CD-14i</i> Participate in activities that help to care for the environment, with guidance and support (pick up trash, recycle paper). <i>CD-14j</i> 	<ul style="list-style-type: none"> Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture). <i>CD-14k</i> Notice and react to the natural world and the outdoor environment. <i>CD-14l</i> Describe some things plants and animals need to live and grow (sunlight, water, food). <i>CD-14m</i> Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden). <i>CD-14n</i> Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. <i>CD-14o</i> Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer). <i>CD-14p</i> Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees). <i>CD-14q</i>

Children with disabilities may need extra support as they observe and describe living things and objects. Be sure they can use different senses to observe, and provide opportunities for them to describe observations with words, gestures, and/or pictures. Dual Language Learners will also benefit from opportunities to express their observation in their home language or in English.

Activities for Creative Activities

Pose question: Do children need to get messy to learn?

Discuss

Watch clip with conversation between family member and teacher

Discuss; what would you do?



Diversity: Contrasting Perspectives Time: 21:42



Activities for Creative Activities

Tell your students that they are going to have an opportunity to practice multiple forms of creative expression. Instruct students that, when the lights come back on, they will be expected to share their reaction to a film clip . . . without using words.

Turn off the lights and show your students a brief, complex, moving video clip.

Turn the lights back on. See what happens.

Debrief re: the way in which each student chose to share their reaction and what this can help us understand about opportunities for foster creativity in young children.

Recent Developments

Four studies in the REAP (*Reviewing Education and the Arts Program*) report showed a relationship between dance in school and improved reading skills. Another three REAP studies showed that dance lessons improved nonverbal reasoning, which includes math and mechanical ability. This makes sense when you look at the overlap between dance and other school subjects, as Carter explains: “...the spatial designs and angles of the body are expressed with geometric terms; an understanding of anatomy and physics are needed to properly negotiate the body in space with proper technique and alignment...and the most apparent conception is that dance is language-like...Writing a book is similar to the process of making a dance...The art of choreography can be simply defined as composition of movement.”



First- graders who participated in special music classes as part of an arts study saw their reading skills and math proficiency increase dramatically.

[Gardiner, M. F., Fox, A., Knowles, F., & Jeffrey, D. \(1996\). Learning improved by arts training. *Nature*, 381\(6580\), 284-284.](#)

“Dramatic play, rhyming games, and songs are some of the language-rich activities that build pre-reading skills.” (*Young Children and the Arts: Making Creative Connection*, 1998, p. 1)

Consider These Activities/Assignments

- 1) Divide students up into four teams and assign a category (art, music, drama, dance/movement) to each team.
- 2) Ask each team to identify recent research documenting the connection between their category and achievement.
- 3) Pool the resources to create a resource everyone can use.



- 1) Same as above
- 2) Ask each team to identify recent guidance on how to support young children of diverse abilities for each category.
- 3) Same as above.

- 1) Same as above
- 2) Ask each team to identify recent guidance on cultural or linguistic considerations for each category.
- 3) Same as above.

Questions?




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Just the Facts

Make the connection between creative activities & learning

Teachers plan for learning experiences that effectively implement a comprehensive curriculum so that children attain key goals across the domains (physical, social, emotional, cognitive) and across the disciplines (language literacy, including English acquisition, mathematics, social studies, science, art, music, physical education, and health).

Developmentally Appropriate Practice
in Early Childhood Programs Serving
Children from Birth through Age 8 pages 3, 19



Just the Facts

math central

Math Beyond School

[return to top](#)

Music, Math, and Patterns

Natasha Glydon

Math and music are usually organized into two separate categories, without obvious overlap. It tends to be that people are good at math and science or art and music, as if the two elements could not be placed together logically. In actuality, math and music are indeed related and we commonly use numbers and math to describe and teach music.



The Power of Music

Research on How Music Promotes Learning

Read All About It

Making the **MOST** of Creativity in Activities for Young Children with Disabilities

In one corner of the preschool classroom, Nathan, age four, is exploring a tub of props related to the theme of community helpers. He discovers items typically found in a medical office—face masks, goggles, tongs, empty pill bottles—and pom-poms of various sizes and colors. Large white shirts hang close by where the “doctors” can find them.

After examining the items, Nathan, a young child with a communication disorder, dons a shirt, goggles, and a mask. He picks up the tongs and begins to fill a pill bottle with pom-poms. He notices me sitting close by and invites me to join in. “Let’s play doctor!” he says, while dressing me in goggles and a mask. During our 10-minute playtime, we identify the words for the items in the tub and try to pick up different-sized pom-poms with the tongs.

Our brief encounter during a creative play activity is an opportunity to enhance Nathan’s communication skills and at the same time encourage his fine motor skill development.

Creativity is the ability to invent or make something new, using one’s own skills without the specific use of patterns or models. Creative expression develops through a child’s participation in dramatic play, movement, music, and the visual arts. Teachers should plan daily activities that encourage the development of creative expression and meet the individual needs of children.

Inclusion of children with disabilities (cognitive, communication, physical, sensory) and specific learning needs in the regular classroom challenges all early childhood teachers to provide appropriate curriculum for children with differing abilities. Appropriate practices as defined by NAEYC are both age and individually appropriate (Bredekamp & Copple



1997). The appropriateness of a program depends upon the degree to which learning is scaffolded for individual children—matched to the child’s current abilities, with all the necessary supports to allow for successful completion of a task (Smith, Miller, & Bredekamp 1999). Thus, for young children with disabilities, the program should produce meaningful interactions within the early childhood environment (Carta et al. 1991).

Research support

Throughout the past decade research in education has emphasized the need for a more blended approach in preparing both early childhood and early childhood special educators (Miller & Stayton 1998). Early childhood educators must have the knowledge and skills to meet a range of needs and abilities within their classroom as well as possess a foundation of best practices and the ability to adapt curricula to meet the needs of children with disabilities (Kilgo et al. 1999).

The guidelines in *Developmentally Appropriate Practice in Early Childhood Programs* (Bredekamp & Copple 1997),

Linda Crane Mitchell

Rebecca Parlakian
with Claire Lerner

Beyond Twinkle, Twinkle Using Music with Infants and Toddlers

It is nap time, and 2½-year-old Benjamin wriggles on his cot, trying to get comfortable. “Sing my song,” he says. His teacher slowly starts to sing a song she made up several months ago, just for Benjamin.

“Who loves Benjamin? It’s his mommy and daddy. Who loves Benjamin? It’s his big sister Madison. Who loves Benjamin? It’s Ms. Shariene. Who loves Benjamin? It’s Miss Callie.” His teacher sings the names of many of the people in Benjamin’s life who love him. She watches Benjamin curl under his blanket, his eyes heavy with sleep.

For very young children, music has power and meaning that go beyond words. First, and most important, sharing music with young children is simply one more way to give love and receive love. Music and music experiences also support the formation of important brain connections that are being established over the first three years of life (Carlton 2000).

In this article, we explore the many ways that music promotes growth in the various developmental domains and how infant/toddler professionals can use music experiences to support children’s early learning.

Music and early development

Like all the best learning experiences in early childhood, music activities simultaneously promote development in multiple domains. Singing a lullaby while rocking a baby stimulates early language development, promotes attachment, and supports an infant’s growing spatial awareness as the child experiences her body moving in space. Being intentional about integrating music into your program’s daily routines—thinking through, “What do I want the children to learn from this music experience?”—helps you design and choose activities to support specific developmental goals.

Social-emotional skills

Music, because it is so often shared with others in singing, dancing, and playing instruments together, is by its very nature a social experience. Music activities with infants and toddlers offer them many opportunities to . . .

Learn and practice self-regulation. Think about the power of lullabies to soothe very young children. When adults help babies calm down, they are supporting the development of self-regulation (the ability to manage one’s emotional state and physical needs). The experience of being soothed also helps babies learn to soothe themselves.



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Read All About It

HOW CAN YOU CREATE A LEARNING ENVIRONMENT THAT RESPECTS DIVERSITY?

By Linda Santora, ADL Staff

Article originally appeared in *NYSAEYC Report*, Winter 2004.



The early childhood program environment should look and feel welcoming for all children and should reflect the diverse world in which we live. In addition to being bright, colorful, safe and clean, it should include children's artwork and show the diversity of the world through the program's abundant supply of age-appropriate toys, dolls, books, magazines, pictures and musical instruments. Because what is in the environment, as well as what is absent, provides children with essential information about who and what is important, every effort should be made to create a setting that is rich in possibilities for exploring diversity. (See "[Take a Look at Your Program](#)")

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See for Yourself

Results Matter Video Library

These videos have been produced to help providers better understand ways to use observation, documentation, and assessment to inform practice. You can watch the clips online or download QuickTime versions of the videos for use in educational and professional development activities.



Valeria - At the Art Table (Runtime: 4:01)

Valeria demonstrates a range of art, fine motor skills, and writing skills as she works with paper, glue, a variety of material, and writes her name with a crayon. (CLOSED CAPTIONING IS CURRENTLY IN DEVELOPMENT FOR THIS CLIP.)

[View Video](#) | [Download Video](#)



Jasmin and Alyssandra and their Babies (Runtime: 9:08)

In this lengthy sequence of interconnected play activities, Jasmin and Alyssandra demonstrate a variety of imaginative, dramatic play, manipulative, and communication skills. (CLOSED CAPTIONING IS CURRENTLY IN DEVELOPMENT FOR THIS CLIP.)

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A Creative Adventure (6:25)



See for Yourself



PROFESSIONAL DEVELOPMENT PROGRAM
 ROCKEFELLER COLLEGE UNIVERSITY AT ALBANY State University of New York

Music	
 <p>Music and Movement: Simple Simon Peggy Bennett of the Oberlin Music Conservatory demonstrates using the nursery rhyme Simple Simon as a playlet.</p>	 <p>Doing Playlets with Children This video clip show music Professor Peggy Bennett and children engaging in a playlet based on "Simple Simon".</p>
 <p>Children and Music A video clip that discusses how people express themselves and learn through music.</p>	 <p>Role of Music in Infant and Toddler Development In this video clip, early childhood expert Karen Miller discuss the ways in which to use music with infants and toddlers.</p>
 <p>Getting All Children Involved in Music A video clip where musician Peter Stewart discusses ways to get all children involved in music activities.</p>	 <p>Ways to Use the Eentsy-Weentsy Spider Song This video clip demonstrates different ways to use the children's song Eentsy-Weentsy Spider with young children.</p>
 <p>Singing Your Way through the Day with Peter Stewart In this video clip musician Peter Stewart demonstrates ways to use many different songs in childcare programs with children throughout the day.</p>	 <p>The Use of Music Therapy in Early Childhood Programs In this video clip, therapist Kim Needham discusses how her music therapy sessions work in a childcare program.</p>
 <p>The Use of Music throughout the Ages and Stages of Children's Development A video clip that discusses different activities you can do with children from infancy through preschool age where music is the primary focus.</p>	 <p>Using Music to Create a Foundation for Creative Expression A video clip that discusses a developmentally appropriate approach to music education for young children.</p>
 <p>Peter Stewart and the Musically Uninvolved Child This video clip shows musician Peter Stewart talking about the ways in which children participate in activities even when they sit quietly and listen.</p>	 <p>Peter Stewart Explains Piggyback Songs A video clip where musician Peter Stewart shows how to use familiar melodies to create new songs called piggyback songs.</p>

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Center on the Social and Emotional Foundations for Early Learning



Book Nook

Ideas for Using Books to Support Social Emotional Development



Llama Llama Misses Mama

By Anna Dewdney
Viking

Llama Llama Misses Mama is a book about little Llama on his first day of school. At the beginning of the day, Llama is sad and misses his mamma. Why did she have to leave? Will she come back? By the end of the day Llama has made new friends and has learned how much fun school can be! This story is great for teaching about the schedule of the school day, and for discussing what to do when we miss someone. The rhyming text makes this book fun to read aloud. This is a perfect story to read at the beginning of the school year when some children might be feeling just like little Llama! (Ages 3-5)

Examples of activities that can be used while reading *Llama Llama Misses Mama* and throughout the day to promote social and emotional development:

- Before reading the book, talk about what it means to miss someone and feel alone or lonely. Ask the children if they have ever missed someone. How did they feel? What did they do to feel better? Ask the children if they can think of a time when someone might feel all alone because they miss someone special. Ask the children if they sometimes miss someone when they come to school? Tell the children that you are going to read a book about a little llama on his first day of school! Read the title of the book and see if the children can guess who the little llama misses!
- Have children bring in pictures of their family, or people that they might miss while they are at school. If children don't have a photo to bring to school, have them draw a picture of the people in their family. Have children "show and tell" the pictures to one another so that everyone in the class can meet each other's families. You can bring in a picture and talk about your family too! Make a bulletin board in the classroom with everyone's photos. Tell the children that if they miss Mom/Dad/Grandma, they might feel better if they see a picture of that person. Also, remind children that their Mom/Dad/Grandma will come back at the end of the day.

[http://csefel.vanderbilt.edu/
resources/strategies.html#
booknook](http://csefel.vanderbilt.edu/resources/strategies.html#booknook)

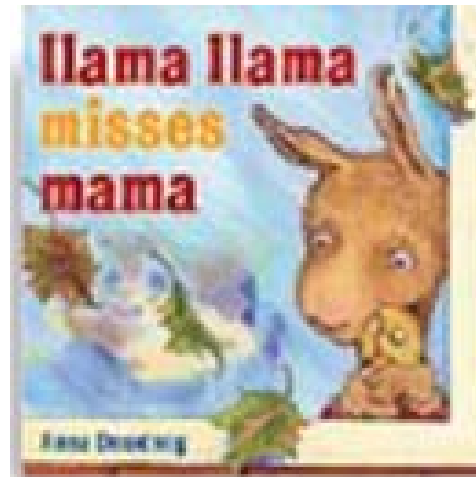
Feeling Alone

Art: Remind the children how little Llama felt in the story. Ask them how they felt today when they came to school. Tell them that they can make an emotions chart using a paper plate with a spinner in the middle, and emotion faces around the edges to show how they are feeling. Have the children glue different emotion faces from the CSEFEL website (happy, sad, lonely, excited, scared etc.) on the edge of their plate, then use a brad to attach an arrow in the middle. You could also take pictures of the children making different faces to express emotions and use those on the plates. Ask children to point the arrow to the way they are feeling at different times during the day. Put these on a wall where children can reach them, and can change the arrows to match how they are feeling throughout the day. Encourage children to notice how their friends are feeling and to use the strategies they came up with earlier to make their friends feel better if they are lonely. You could also make one chart for the class instead of individual charts for each child

Dramatic Play: Provide materials/props for children to "act out" the *Llama Llama Misses Mama* story. Children can use stuffed animals or dolls to pretend that they are Mama Llama (or Papa Llama) and are taking their little Llama to school. What can they tell Llama to make sure he doesn't feel alone (tell Llama they will be back at the end of the day, that school will be lots of fun, and that he will make new friends)? Children can also pretend to be Llama Llama's teacher or classmates. How can they show Llama how much fun school is? What could they do if Llama is missing Mama Llama and feeling alone?

Music: Ask the children if they remember how little Llama felt in the story (alone). Help the children create a song about what to do when they are feeling alone. For example, they could sing, "If you're happy and you know it," but create their own words to the song. Children can give suggestions for what they can do to feel better when they are lonely. For example: "If you're lonely and you know it tell your teacher/ ask for a hug/ check the schedule/find a friend." Write the children's song on chart paper and then sing the song together. If someone is feeling lonely, ask them to think of the song and all of the things that they can do to feel better.

This Book Nook was developed by Erin Olinger and Tweety Yates



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Creative Art Activities for Children with Special Needs

Child Care February 11, 2013 | Print

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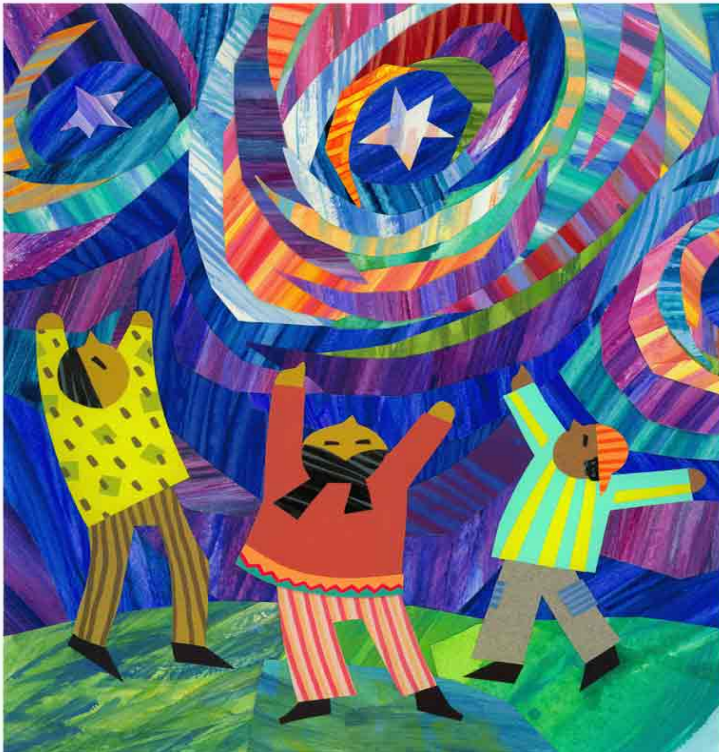


Child care providers often have children with special needs included in their programs. Art activities can be a valuable learning experience for many children with special needs, but the art activities given in a child care setting may need to be modified or adapted so that all children may participate in them.

Child care providers should also be aware that they may need to guide children with special needs when helping them with their art activities. Here are some

ideas for modifying or adapting materials and activities to children with special needs.

- **Encourage children with special needs to participate in art activities.** Use appropriate ways to let children know what art materials are available. For example, you may need to use sign language and demonstrate the materials for children with limited hearing, or you may encourage children with limited vision to touch materials while you explain what they are.
- **Make sure materials are accessible to all children**, including children with special needs. Pay attention to where materials are stored and whether children with motor challenges can get to them.
- **Adapt art materials to the child's ability.** For example, instead of using scissors that a child may not be able to grasp very well, give children with fine motor challenges pre-cut pieces of paper. Consider giving children adaptive scissors that open easily, or allow the child to tear his or her own pieces of paper.
- **Applaud the artistic efforts of all children.** Saying "You worked on that painting for 20 minutes!" or "I bet you feel proud of what you created!" will help build self-confidence and creativity.
- **Be creative.** Activities that are pre-made or that have specific directions do not help children be creative and may be too challenging for those with certain special needs. Provide children with open-ended art materials that can be used in many ways and encourage all children to use their abilities to create their own art.



Find It Online

Adults often want to know what a child is drawing but that's not how young minds operate. Try to avoid asking 'what is it?' as young children don't always think of their artwork as representational. It's better to describe what you see, what colors were used, how the lines go, or how the page is filled.

Encouraging Self-Expression Through Art

By Grace Hwang Lynch

Craft stores may be filled with coloring books, craft kits and pre-cut models, but some of the best ways to foster creativity require only the simplest materials and few complicated directions. You can encourage your child's self-expression through process-oriented art: simply put, art that is based on exploration and allows different outcomes, rather than emulating a preconceived finished product.



After all, the essence of art is expressing oneself. "When children are very young, they may start making marks on walls and other places parents don't appreciate. Early art education helps them learn to make their mark on the world in ways that people will appreciate," says Dr. Kerry Freedman, Head of Art and Design Education at Northern Illinois University. "They learn that they can actually have an impact on the world through the visual arts."

The key to creativity is to find the kind of art education that will help foster young minds to think in innovative ways.

Do's and Don'ts for Encouraging Your Child's Creativity

Don't Follow Directions. That's right. While learning to follow directions can be an important skill for youngsters, too much direction can stunt the creative process. "If they are only following what an adult has created and then [are] asked to copy the adult's work, then they are learning to follow directions—a fine skill—but they are not growing creatively," says MaryAnn Kohl, an arts educator and author based in Bellingham, Washington.

A Six Word Gift You Can Give

I love to watch you _____



From: Six Words You Should Say Today

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▶ School Readiness Goals

▶ Core Strategies to Promote School Readiness

Select any domain area to find strategies and resources for each domain element.

The Head Start Child Development and Early Learning Framework



The Head Start Child Development and Early Learning Framework

Creative Arts Expression

Creative Arts Expression refers to participation in a range of activities that allow for creative and imaginative expression, such as music, art, creative movement, and drama. The creative arts engage children's minds, bodies, and senses. The arts invite children to listen, observe, discuss, move, solve problems, and imagine using multiple modes of thought and self-expression. The creative arts provide ways for young children to learn and use skills in other domains. In the domain of Creative Arts Expression, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

► Strategies to Promote Children's Expression Through Music

► Domain Element: Music

► Strategies to Promote Children's Expression Through Creative Movement & Dance

► Domain Element: Creative Movement & Dance




► Strategies to Promote Children's Expression Through Art

► Domain Element: Art

► Strategies to Promote Children's Expression Through Drama

► Domain Element: Drama

▼ Domain Element: Music

Title of Resource	Type of Resource	Notes
Rhyme Time  [PDF, 62.57KB]	Lesson	This lesson serves as an example of how teachers can observe, interpret, and record children's behaviors during music activity.
Name that Tune  [PDF, 46.20KB]	Lesson	The lesson is another example of how teachers can observe, interpret, and record children's behaviors during music activity.
Name That Tune--Handout  [PDF, 36.04KB]	Handout	This is a sample form for teachers to document assessment data.
A Head Start on Picturing America, Appendix C: Introduction to Art Station Activities & Tips [PDF, 456.27KB]	Guide	Teachers and family service workers can use these hands-on activities to engage parents and children with the Picturing America artworks.
A Head Start on Picturing America, Appendix D: Parent—Child Conversation Starters [PDF, 141.52KB]	Guide	Parents and teachers can use these suggestions to engage children in conversations about the Picturing America artworks.
Linguistically and Culturally Relevant Early Childhood Environments	Article	Teaching teams and other educators can use the guidance in this article to create a culturally inclusive classroom environment.
A Creative Adventure	Video	Teaching teams and parents can use this video to see techniques to support learning, as well as creative expression. The video demonstrates activities that allow children to use their imaginations and experience creative adventures.

Songs that Reinforce Good Behavior

[Body Check](#) – Tuned In To Learning

[The Listening Song](#) – Linda Conrad

[My Hands are for Helping](#) – Linda Conrad

[Self Control](#) – Songs for Speech and Language Skills

[Super Student](#) – Tuned In To Learning

Activity Songs for People with Physical Challenges

[The Caterpillar](#) – Margie La Bella

[Dancing Disco Dogs](#) – Music with Mar.

[Everybody Touch Your Head](#) – Margie La Bella

[I've Got the Music In Me](#) – Margie La Bella

[Look Over Here](#) – Tuned In To Learning: For Students with Multiple Disabilities

[Move and Stop](#) – Margie La Bella

[Move It To the Music](#) – Margie La Bella

[Move Your Hands](#) – Tuned In To Learning

[Move, Then, Stay Still](#) – Music with Mar.

[Stand Up, Sit Down](#) – Margie La Bella

Why Multicultural Music is Important for Children

By [Viola Pellegrini](#)



eddie.welker/ http://www.flickr.com/photos/ed_welker/4276019438/sizes/l/in/photostream/



1.

Photo: Hemera/Thinkstock

10 Ways Babies Learn When We Sing To Them!

By Cathy Fink and Marcy
Marxer

Bonding – When you sing
to your baby, she bonds

Questions?




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Landing Pads

Resource Descriptions

Resources for Faculty

Course-Specific Landing Pads

Locate course-specific resources to enhance coursework by incorporating evidence-based and competency-based practices that support the inclusion of children that are culturally, ethnically, and ability diverse.



EDU 280 Language and Literacy



EDU 221 Children with Exceptionalities



EDU 144 Child Development and Learning (Birth to 36 months)



EDU 145: Child Development II



EDU 146: Social-Emotional Development/Child Guidance



EDU 131: Child, Family, and Community



EDU 153: Health, Safety, and Nutrition



EDU 119: Introduction to Early Childhood



EDU 151: Creative Activities

<http://scriptnc.fpg.unc.edu/resource-search>

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