# Detailed Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>xxi</td>
</tr>
<tr>
<td>Acknowledgments</td>
<td>xxix</td>
</tr>
</tbody>
</table>

## Part I: Foundations of Early Childhood Education  
### Chapter 1: The Early Childhood Teacher  
- Who Is the Early Childhood Teacher?  4
- Why Become an Early Childhood Teacher?  4
  - Characteristics of Good Early Childhood Teachers  4
  - Personality and Self-Awareness  4
  - Intrinsic Motivation  5
  - Ethics  6
  - Philosophy of Teaching  6
- Rewards of Being an Early Childhood Teacher  7
  - Making a Contribution  7
  - Teaching as Career Choice  8
- A Challenge Faced by Early Childhood Teachers  8
  - Teacher Shortages  8
- Developmental Stages of Early Childhood Teachers  10

### Consider This  10
- What Are the Roles of the Early Childhood Teacher?  11
  - Teacher as Nurturer  11
  - Teacher as Instructor or Facilitator  12
  - Teacher as Advocate  12
  - Teachers and Diversity  13
  - Teachers and Parents  14

### Best Practices  15
- What Are the Requirements for Becoming an Early Childhood Teacher?  16
  - NAEYC Teaching Levels  16
  - CDA Credentialing  16
  - Academic Degrees  17

- Licensing Requirements for Child Care Programs  19
- NAEYC Accreditation of Early Childhood Education Programs  21
- What Knowledge and Skills Should Early Childhood Teachers Possess?  22
Chapter 2: History: Exploring the Beginnings of Early Childhood Education

What Major Ideas Influenced Early Childhood Education?
- Ancient Educational Theorists
- The Dark and Middle Ages

What Contributions Have Individuals Made to the Field of Early Childhood Education?

Professionalism & Policy
- Renaissance and Reformation
- European Influences

Consider This
- An Improved View of Childhood
- The Beginning Point for Early Childhood Education
- European Women Who Influenced Early Childhood Education
- Early Childhood Education Constructivists
- The Progressive Education Movement
- American Influences

Promoting Optimal Development

Best Practices

Who Were the Major Contributors to the Kindergarten Movement?
- European Influences
- American Influences

Chapter 3: Types of Programs and Services

What Are the Different Types of Early Childhood Programs?
- Montessori Programs
- Reggio Emilia Programs
- HighScope Curriculum

Best Practices
- Bank Street Model
- Waldorf Model
- Programs Based on a Behaviorist Perspective
- Strengths of Behaviorism
- Limitations of Behaviorism
- Skinner’s Operant Conditioning
- Child Care Centers and Nursery Schools

Consider This
- Head Start
How Are Early Childhood Programs Financed? 71
  For-Profit 71
  Nonprofit 72
  Parent Cooperative 72
  University- and College-Affiliated Programs 72

Professionalism & Policy 72

What Are Home-Based and Center-Based Child Care Settings? 73
  Home-Based Care 73
  Center-Based Care 73

Why Do Child Care Centers Need to Be Licensed? 74

Promoting Optimal Development 75

Part II: Development and Early Childhood Education 79

Chapter 4: Learning Theories 80
  How Do We Define Development, Learning, and Theory? 82
    Development 82
    Learning 84
    Theory 84
  What Is the Constructivist View of Learning? 86
  What Is Piaget’s Theory of Cognitive Development? 87
    Schemes 88
    Piaget’s Three Types of Knowledge 89
    Cognitive Equilibrium 90
    Limitations of Piaget’s Theory 96
  The Practice of Research and Theory 97
  What Is Information Processing Theory? 97
  Consider This 98
  What Is Vygotsky’s Sociocultural Theory of Development? 98
    Zone of Proximal Development 99
    Collaborative Learning 100
  What Is Bronfenbrenner’s Bioecological Theory of Development? 101
  Best Practices 101
  What Is Erikson’s Theory of Psychosocial Development? 103

Professionalism & Policy 104
  What Is Maslow’s Hierarchy of Human Needs? 104
  Burrhus Frederic Skinner 106

Chapter 5: Child Development and Milestones 112
  What Are the Major Physical and Motor Milestones? 114
    The Physical Development of the Brain 114
    Arousal States 115
Types of Observations 143
How Observations Influence Teaching 148

How Do Teachers Assess and Evaluate Young Children? 148
Types of Assessments and Evaluations 149

Promoting Optimal Development 150
Some Assessments and Evaluations for Ethnic Minorities 151
Current Research Assessments and Evaluations 153

Professionalism & Policy 154

Best Practices 155
How to Use Effective Assessment to Improve Teaching 156

What Are Some Assessment and Evaluation Concerns? 158
Psychometrics 158
Communicating With Parents and Family 159
Accountability and High-Stakes Testing 160
Test Bias 160

Consider This 161
Age at Assessment 161
The Environment 161

Chapter 7: Children With Exceptional Needs in Early Childhood Education 168

How Has the Field of Special Education Evolved? 170
From Segregation to Inclusion 171

What Is the Spectrum of IDEA Childhood Disability Categories? 174
Disproportionate Representation in Special Education 174

What Is the Role of the Regular Education Teacher in the Special Education Cycle? 175

Professionalism & Policy 176
Child Find 176
Referral 176
Evaluation 177
Eligibility 178
Individual Education Program 179
Individual Family Service Plan 181

What Types of Special Education Services Are Available to Children With Special Needs? 182
Early Intervention Services for Infants and Toddlers 182
Special Education Programs and Services for School-Age Children 182

Consider This 184
How Has Assistive Technology Improved Access and Removed Barriers for Children With Exceptional Needs? 184
  Assistive Technology Act 184
  Early Literacy Development Through Assistive Technology 185
How Does Inclusion of Children With Special Needs in Early Childhood Education Settings Promote Learning? 187
  Inclusive Preschool Programs 187
  Challenges to Inclusion and Mainstreaming 187
How Do Schools Respond to the Needs of Children Who Are Gifted and Talented? 188
The Practice of Research and Theory 189
  Programs for Students Who Are Gifted and Talented 190
  Communicating With Parents of Children Who Are Gifted and Talented 191
  Communicating With Parents of Children With Special Needs 191
Best Practices 193
  Helping Families Access Needed Resources 193

Chapter 8: Diversity in Early Childhood Education 204
What Is Cultural Diversity? 207
What Is Multicultural Education? 207
How Do We Teach From a Multicultural Perspective? 208
  Teachers Developing a Cultural Awareness 208
  Preparing Teachers for Multicultural Programs 210
  Integrating Multicultural Education Into the Curriculum 211
Are Children Aware of Racial Differences? 212
  Research About Children’s Racial Awareness 213
  Children’s Formation of Ethnic Identity 215
  The Process of Socialization 216
  Children Learning Culture 217
How Can Multicultural Programs Involve Family Members and the Wider Community? 217
Consider This 217
Best Practices 218
  Program Models for Involving Parents and the Community in Multicultural Education 219
What Do We Know About Cultural Differences in the Special Education System? 220
  Early Intervention 221
  Preschool Special Education 221
  Early Primary Special Education 222
Promoting Optimal Development 223
Chapter 9: Guidance in Early Childhood Education 230

What Are the Theoretical Foundations of Guidance? 233
  Social Constructivism 233
  Learning Theory 234
  Social Learning Theory 235
  Dreikurs’s Guidance Methods 235
  Gordon’s Guidance Methods 237

How Does a Teacher or Parent Guide Behavior? 237
  Expectations, Limits, and Choices 238

Promoting Optimal Development 238
  Natural and Logical Consequences 239
  Evoking Behaviors 239
  Environmental Manipulations 239
  Fostering Prosocial Behavior 240

Best Practices 240

What Roles Do Schedules and Routines Play in Guidance? 241

What Are Some Specific Techniques for Guiding Behavior? 241
  Attention 242
  Redirection 242
  Ignoring 243
  Gordon’s Theoretical Concepts Revisited 243
  Discussion 243
  Time-Out and Time-In 244

What Individual Needs of Children Should Be Considered? 244
  Health 244
  Temperament 244

Professionalism & Policy 245
  Peers 245
  Attachment Disorders 246
  Special Needs 246

How to Support Guidance Through the Use of Parents and Families 247
  Building Partnerships With Parents 247

Consider This 247
  The Family’s Unique Role 248

What Types of Classroom Environments Help Facilitate Guidance and Positive Behavior? 248

Part IV: Implementing the Early Childhood Curriculum 255

Chapter 10: Play and the Learning Environment 256

Why Is the Physical Environment Important for Learning and Play? 258
  Definition of the Environment 258
Promoting Optimal Development 330
  Learning Materials and Activities 332
  Children’s Books 334
  Parental Involvement 336
What Are the Methods for Teaching Reading? 336
  Whole-Language Approach 336
Best Practices 337
  Whole-Word Approach 337
  Phonics Approach 337

Chapter 13: Mathematics, Science, and Technology 344
  How Math, Science, and Technology Enhances Development 346
  What Are Some Appropriate Skills? 348
  Language and Concept Formation 350
  What Are Some Appropriate Knowledge Areas? 351
  Fractions 351
Promoting Optimal Development 352
  Data Collection 352
  Life Science 352
  Physical Science 353
  Earth and Space Science 354
  Environmental Science 354
  Health and Nutrition 354
  What Are Common Core Standards? 355
  What Are Appropriate Knowledge and Attitudes for Early Childhood Teachers? 356
How to Utilize Computers and Other Technologies Appropriately and Effectively 356
Consider This 356
Best Practices 357
  How to Make Connections by Educating and Assisting Parents 358
How to Address Cultural and Socioeconomic Differences in Mathematical and Scientific Knowledge and Skills? 358
Professionalism & Policy 359
  How to Plan for Teaching Mathematics, Science, and Technology Education 359
  NAEYC Recommendations When Planning for Mathematics in the Early Childhood Curriculum 360
  NAEYC and Planning for Science in the Early Childhood Curriculum 360
Chapter 14: Movement, Health, and the Physical Curriculum 368

What Are the Theoretical Underpinnings of Physical Development? 370

What Are the Components of Physical Development? 371

Sensoriperceptual Development 371
Physical Growth and Motor Skills 372
Differences in Physical and Motor Development 373

What Are the Various Types of Movement? 374

Best Practices 374

How Do You Integrate Motor and Physical Development? 375

Current Standards and Guidelines for Movement and Physical Activity 375

Consider This 377

Arranging the Environment for Physical Activity 378
Health and Health Education 378

Professionalism & Policy 379

Nutrition 382
Childhood Obesity 383
Communicating With and Involving Parents and Families 385

Part V: Trends and Issues in Early Childhood Education 391

Chapter 15: Considerations for Engaging Parents, Families, and the Community 392

How Has the Traditional American Family Evolved? 394
Bronfenbrenner’s Bioecological System of Development 395
Vygotsky’s Sociocultural Theory 397
Family Systems Theory 397

The Practice of Research and Theory 400
Diverse Family Structures 401
Gay and Lesbian Parenting—Same-Sex Couples 402
Grandparents as Caregivers 404

Consider This 405

What Is the Definition of Family Structure and Family Function? 405
Dual-Earner Families 406
Maternal Employment 406
Divorce and Its Impact on Young Children 407
Chapter 16: Early Childhood Education Policies 422

How Are Education Policies Enacted? 423
  Education Policy Goals 424

Professionalism & Policy 425

What Are Some Hallmark Early Childhood Education Policies? 425
  Elementary and Secondary Education Act 425
  Title I 426
  Head Start 426
  Even Start 426
  Education for All Handicapped Children Act 427
  Bilingual Education Act 427
  Migrant Education 427
  Indian Education Act 428
  Improving America’s Schools Act 428

How Did the No Child Left Behind Act Transform Early Childhood Education? 428
  No Child Left Behind Act 429
  Scientifically Based Reading Instruction 430
  High-Quality Programs 431
  Common Core State Standards Initiative 431
  Early Learning Standards 432
  Head Start Program 432
  English Language Learners 434

Consider This 435

The Practice of Research & Theory 436

What Are Some Model State Policies for Early Childhood Education? 437
  State-Funded Preschool Programs 437
Promoting Optimal Development 438
  Universal Preschool 439
What Are Some Recent and Pending Federal Policies in Early Childhood Education? 439
  American Recovery and Reinvestment Act 439
  Early Elementary and Secondary Education Act Reauthorization Pending 440
What Are Some Policies That Address the Family? 442
  Child Care Policies 442
  Health and Well-Being Policies 443
  Family Literacy Policies 443
  Education for Homeless Children and Youths 444

Appendix 447
Glossary 457
References 475
Photo Credits 503
Author Index 505
Subject Index 517
About the Authors 539