

HighScope Infant-Toddler Wheel of Learning



HighScope Infant-Toddler Curriculum Content

Key Developmental Indicators

A. APPROACHES TO LEARNING

1. **Initiative** Children express interests
2. **Problem solving** Children solve problems encountered in exploration and play
3. **Self-help** Children do things for themselves

B. SOCIAL AND EMOTIONAL DEVELOPMENT

4. **Distinguishing self and others** Children distinguish themselves from others
5. **Attachment** Children form an attachment to a primary caregiver
6. **Relationships with adults** Children build relationships with other adults
7. **Relationships with peers** Children build relationships with peers
8. **Emotions** Children express emotions
9. **Empathy** Children show sympathy toward the feelings and needs of others
10. **Playing with others** Children play with others
11. **Group participation** Children participate in group activities

C. PHYSICAL DEVELOPMENT AND HEALTH

12. **Moving parts of the body** Children move parts of the body during head, grasping, feeding
13. **Moving the whole body** Children move the whole body during crawling, standing, walking, running, balancing
14. **Moving with objects** Children move with objects
15. **Steady feet** Children feel and experience steady feet

D. COMMUNICATION, LANGUAGE, AND LITERACY

16. **Listening and responding** Children listen and respond
17. **Nonverbal communication** Children communicate nonverbally
18. **Two-way communication** Children participate in two-way communication
19. **Speaking** Children speak
20. **Exploring speech** Children explore phonetic sounds and meanings
21. **Exploring language** Children enjoy stories, rhymes, and songs

E. COGNITIVE DEVELOPMENT

22. **Exploring objects** Children explore objects with their hands, feet, mouth, nose, ears, and eyes
23. **Object permanence** Children discover object permanence
24. **Exploring same and different** Children explore and notice how things are the same or different
25. **Exploring more** Children experience "more"
26. **One-to-one correspondence** Children experience one-to-one correspondence
27. **Number** Children experience the number of things
28. **Locating objects** Children explore and notice the location of objects

29. **Filling and emptying** Children fill and empty, put in and take out
30. **Taking apart and putting together** Children take things apart and fit them together
31. **Seeing from different viewpoints** Children observe objects and things from various perspectives
32. **Anticipating events** Children anticipate similar events
33. **Time intervals** Children notice the beginning and ending of time intervals
34. **Speed** Children experience "fast" and "slow"
35. **Cause and effect** Children repeat an action to make something happen again, experience cause and effect

F. CREATIVE ARTS

36. **Initiating and pretending** Children initiate and pretend
37. **Exploring art materials** Children explore building and art materials
38. **Identifying visual images** Children reproduce and identify pictures and photographs
39. **Listening to music** Children listen to music
40. **Responding to music** Children respond to music
41. **Sounds** Children explore and imitate sounds
42. **Visual plays** Children explore visual plays



Key Developmental Indicators (ADIs) are the building blocks of learning, reasoning, and solving a wide range of development.

Highscope Buyers Guide To Childrens Software 199

Beth DeFrancis



Hightscope Buyers Guide To Childrens Software 199:

Resources in Education, 1994 *Ulrich's International Periodicals Directory* Carolyn Farquhar Ulrich, 2001 **Let's Begin Reading Right** Marjorie Vannoy Fields, Lois A. Groth, Katherine Spangler, 2004 Written from a constructivist viewpoint this popular book for future teachers of children from preschool through the primary grades focuses on how young children construct literacy and how teachers can support and guide that activity through developmentally appropriate teaching practices Advocates giving children a choice of the reading material from which they will learn and caution against grouping children solely by literacy ability Examines current research into emergent and holistic literacy and tie its findings to instructional practices that teach such skills as phonemic awareness phonics and spelling within the context of meaningful reading and writing tasks Increased coverage of assessment emphasizes performance based alternatives to standardized testing during early childhood and examines current recommendations in terms of developmentally appropriate practice Provides a strong explanation of shared and interactive writing Discusses literacy development in infants and toddlers For future or current teachers interested in literacy or reading methods in early childhood *Vocational and Technical Resources for Community College Libraries* Mary Ann Laun, 1995 *The Parents' Resource Almanac* Beth DeFrancis, 1994 The author of *The Writer's Guide to Metropolitan Washington* Where to Sell What You Write now offers a book of resources for parents an all in one directory that lists telephone hotline numbers newsletters catalogs associations and more The only guide to nationwide parenting resources *Introduction to Inclusive Education* Anne Jordan, 2006 Introduction to Inclusive Education is a series of unique and flexible learning modules designed to introduce special education and to help develop effective teaching methods within an inclusive classroom setting Appropriate for teacher preparation and professional developmentspecial education courses this truly modular system is aimed at increasing the skills base of students and professionals by engaging them in an interactive environment Using WileyPLUS as the primary format learners will have access to dynamic multimedia content specifically created to accompany the text Each module consists of text interactive exercises video clips of real classroom settings as well as skill testing questions and evaluative tasks Designed for maximum flexibility these modules are available on line and if desired with an accompanying text The material is offered in this environment for both instructors and learners in order to meet the range of needs in the modern classroom [Enhancing the Well-being of Children and Families through Effective Interventions](#) Wendy Rose, Professor Colette McAuley, Peter Pecora, 2006-01-30 Services for families and children are rightfully the focus of intense scrutiny and debate and there is a clear need to establish a knowledge of which services work well This volume provides a comprehensive overview of research evidence from the UK and USA on the effectiveness of selected child welfare interventions *Enhancing the Well-being of Children and Families Through Effective Interventions* Colette McAuley, Peter J. Pecora, Wendy Rose, 2006 This reader compares up to date policy and research evidence from the UK and USA on the effectiveness of core child welfare

interventions The text shows how knowledge of effective interventions can be used to improve assessment of needs and planning and reviewing services to children and their families **Programs of Early Education** Rheta DeVries, Lawrence Kohlberg, 1987 **Childhood Programs and Practices in the First Decade of Life** Arthur J. Reynolds, Arthur J.

Rolnick, Michelle M. Englund, Judy A. Temple, 2010-08-23 Childhood Programs and Practices in the First Decade of Life presents research findings on the effects of early childhood programs and practices in the first decade of life and their implications for policy development and reform Leading scholars in the multidisciplinary field of human development and in early childhood learning discuss the effects and cost effectiveness of the most influential model state and federally funded programs policies and practices These include Head Start Early Head Start the WIC nutrition program Nurse Family Partnership and Perry Preschool as well as school reform strategies This volume provides a unique multidisciplinary approach to understanding and improving interventions practices and policies to optimally foster human capital over the life course *Teaching Young Children* Michael L. Henniger, 2002 Exceptionally lively practical and reader friendly this introduction to early childhood education book is unique because of its focus on the value of play Strong coverage of child development as well as thoughtful discussions about guiding young children working with families and celebrating diversity will help teachers facilitate all aspects of the 0 to 8 year old child s physical social emotional and intellectual growth The book also includes an overview and concise history of the field information on professional development and clear explanations of theoretical foundations for early childhood education Chapters on curriculum in the areas of mathematics science social studies language and literacy and the creative arts show teachers how to link theory to classroom practice making this comprehensive and engaging book particularly useful **Encyclopedia of Victimology and Crime**

Prevention Bonnie S. Fisher, Steven P. Lab, 2010-02-02 Victimology and crime prevention are growing interrelated areas cutting across several disciplines Victimology examines victims of all sorts of criminal activity from domestic abuse to street violence to victims in the workplace who lose jobs and pensions due to malfeasance by corporate executives Crime prevention is an important companion to victimology because it offers insight and techniques to prevent situations that lead to crime and attempts to offer ideas and means for mitigating or minimizing the potential for victimization In many ways the two fields have developed along parallel yet separate paths and the literature on both has been scattered across disciplines as varied as sociology law and criminology public health and medicine political science and public policy economics psychology and human services and more The Encyclopedia of Victimology and Crime Prevention provides a comprehensive reference work bringing together such dispersed knowledge as it outlines and discusses the status of victims within the criminal justice system and topics of deterring and preventing victimization in the first place and responding to victims needs Two volumes containing approximately 375 signed entries provide users with the most authoritative and comprehensive reference resource available on victimology and crime prevention both in terms of breadth and depth of coverage In addition

to standard entries leading scholars in the field have contributed Anchor Essays that in broad strokes provide starting points for investigating the more salient victimology and crime prevention topics A representative sampling of general topic areas covered includes interpersonal and domestic violence child maltreatment and elder abuse street violence hate crimes and terrorism treatment of victims by the media courts police and politicians community response to crime victims physical design for crime prevention victims of nonviolent crimes deterrence and prevention helping and counseling crime victims international and comparative perspectives and more

The Oxford Handbook of Poverty and Child Development

Valerie Maholmes, Ph.D., CAS Ph.D., Rosalind B. King, Ph.D., 2012-04-01 Over 15 million children live in families subsisting below the federal poverty level and there are nearly 4 million more children living in poverty today than in the turn of the 21st century When compared to their more affluent counterparts children living in fragile circumstances including homeless children children in foster care and children living in families affected by chronic physical or mental health problems are more likely to have low academic achievement to drop out of school and to have health and behavioral problems The Oxford Handbook of Poverty and Child Development provides a comprehensive analysis of the mechanisms through which socioeconomic cultural familial and community level factors impact the early and long term cognitive neurobiological socio emotional and physical development of children living in poverty Leading contributors from various disciplines review basic and applied multidisciplinary research and propose questions and answers regarding the short and long term impact of poverty contexts and policies on child developmental trajectories In addition the book features analyses involving diverse children of all ages particularly those from understudied groups e g Pacific Islanders Native Americans immigrants and those from understudied geographic areas e g the rural U S international humanitarian settings Each of the 7 sections begins with an overview of basic biological and behavioral research on child development and poverty followed by applied analyses of contemporary issues that are currently at the heart of public debates on child health and well being and concluded with suggestions for policy reform Through collaborative interdisciplinary research this book identifies the most pressing scientific issues involving poverty and child development and offers new ideas and research questions that could lead us to develop a new science of research that is multidisciplinary longitudinal and that embraces an ecological approach to the study of child development

Educating Young Children

Mary Hohmann, David P. Weikart, 1995 Divided into three parts this book reviews the basic concepts of the High Scope preschool curriculum and its development implementation and effectiveness The introduction offers a retrospective of the program s history describes the five basic principles that form the framework of the approach and discusses some of the reasons for its effectiveness Part 1 analyzes the core idea in the development of the High Scope curriculum active learning The concept of active learning is discussed in several contexts as an essential ingredient for learning as a basis for how adults can create a supportive social climate and as a foundation for working with the families or working as a team to make the active learning process effective in a particular setting with a

particular group of children Part 2 discusses methods for creating an environment that promotes active learning It suggests selecting and arranging materials from which children can choose and manipulating and developing the daily routine so children have many opportunities to initiate plan carry out and discuss their actions and ideas Part 3 introduces 58 key experiences that can guide adults while they plan activities to support development in creative representation language and literacy initiative and social relations movement music classification seriation number space and time Each chapter includes a list of references and related readings AA **Striving for Excellence** ,2000 Each vol a compilation of ERIC digests

Early Childhood Program Management Barbara J. Taylor,2002 This popular guide offers future early childhood administrators all the information they will need to succeed in directing successful early childhood care programs Its understandable format helps familiarize readers with the growth and development of children the needs of families and the laws and requirements for safe environments and healthy children families and employees Topics include The Needs of Children and Families Programs for Children Programs for Diverse Populations Philosophy of the Center Organizational Structure Management of Personnel Management of Programs Resources and Time Health Safety in Child Care Planning Space and Purchasing Equipment Record Keeping and Finance and Budgeting For early childhood administrators

Fundamentals of Early Childhood Education George S. Morrison,2000 Fundamentals of Early Childhood Education provides a brief reader friendly introduction to the field of early childhood education Fundamentals presents chapter features on early childhood programs professionals in practice diversity strategies technology issues and ethical decision making Separate chapters on infants and toddlers preschoolers kindergartners and primary grade children explore each age group s unique developmental and educational needs Fundamentals emphasis on professionalism throughout keeps the focus on meeting the needs of all children and providing up to date information and strategies to develop competent informed early childhood professionals BOOK JACKET **Child Development** Laura Berk,2015-05-20 Child Development

Constructivist Early Education Rheta DeVries,Lawrence Kohlberg,1990 **Contemporary Preschool Education** Shirley G. Moore,Sally Kilmer,1973

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web jun 7 2022 what are r controlled vowels when a vowel is followed by the letter r the r takes control of the vowel the vowel will no longer say its long or short sound but it joins together with the r and a new sound is created this is why it is sometimes called the bossy r the vowel r will come together to make one new sound

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