

DOCUMENT RESUME

ED 095 346

CE 001 903

AUTHOR Ahrens, Thea
TITLE Child Care Service II: Ages and Stages, Home and Family Education: 6755.03.
INSTITUTION Dade County Public Schools, Miami, Fla.
PUB DATE 72
NOTE 35p.; An Authorized Course of Instruction for the Quinmester Program

EDRS PRICE MF-\$0.75 HC-\$1.85 PLUS POSTAGE
DESCRIPTORS Behavioral Objectives; *Child Care Occupations; Child Care Workers; *Child Development; Course Content; Course Descriptions; *Curriculum Guides; *Early Childhood Education; *Exceptional Child Education; Exceptional Children; Home Economics Education; Preschool Children; Retarded Children; Secondary Grades; Self Concept
IDENTIFIERS *Quinmester Program

ABSTRACT

The second in a series of four Quinmester courses, this course is planned for any junior or senior high school student interested in possible employment as a Child Care Aide, or as a worker with exceptional children. It focuses on the stages of childhood growth and development, emphasizing the achievement of a positive self-concept. The main thrust of the course of study is directed toward the child with exceptional problems and is reflected in the following course outline: (1) as the twig is bent, (2) trusting threes through fetching fives, (3) the exceptional child with special needs, (4) services and facilities for exceptional children, (5) mental retardation, and (6) techniques for shaping behavior of the mentally retarded. The body of the guide is organized according to behavioral outcome goals with suggested content ideas, learning opportunities, and resources. A three-page bibliography completes the document. (MW)

ED 095346

BEST COPY AVAILABLE

OS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

AUTHORIZED COURSE OF INSTRUCTION FOR THE **QUINMESTER PROGRAM**



CHILD CARE SERVICES II: AGES AND STAGES

Home and Family Education--6755.03

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

66001 903

ED 095346

BEST COPY AVAILABLE

CHILD CARE SERVICES II:

AGES AND STAGES

6755.03

Home and Family Education

Written by

Thea Ahrens

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida 33132
1972

BEST COPY AVAILABLE

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethel Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

COURSE DESCRIPTION

This is the second in the series of four quinmester courses which will provide the student with the opportunity to gain the knowledge and skills necessary to become an effective Child Care Aide. This course will focus on the stages of growth and development in the typical young child with the emphasis placed upon gaining a positive self concept. The awareness of the worth of ALL individuals in a society leads the learner to recognize that training for the care of the typical child may be extended to the care of the child with special needs, thus enlarging the possibilities for employment.

ENROLLMENT GUIDELINES

This course is planned for any junior or senior high school student interested in possible employment as a Child Care Aide, or as a worker with exceptional children. This course fits into the Child Care Services sequence following prerequisite course, The Child Care Aide.

RATIONALE

The ages and stages in the development of the typical child occur also in the exceptional child but with varying degrees of disorder. These handicaps in intelligence and motor ability require special training for the child to fit into society to the best of his ability. These special programs for special needs depend upon the same capabilities in the Aides as do the programs for the normal child; therefore, training for work with exceptional children is a part of Child Care Services. The ages and stages in the development of the typical child is dealt with in greater detail in the course of study entitled Trusting Threes Through Fetching Fives, a prerequisite for the total sequence in Child Care Services. Therefore, the main thrust of this course of study is toward the child with exceptional problems.

FOREWORD

This course of study has been developed as an aid to teachers of Child Care, Guidance and Services. The content ideas and the resources are those found to be helpful to the writer, and are not intended to be other than a first working copy. It is hoped that as the course of study is used, the teacher will make additions and corrections to aid in future revision. This course of study was developed under the direction and leadership of Mrs. Martha Lee La Croix, Consultant, and Mrs. Betty Morrow, Teacher-Coordinator, Home and Family Education.

MAJOR GOALS

1. Based on an understanding of the growth and development of the young child, the student will identify the patterns of predictable behaviors and the approximate period of maturation for each.
2. The student will recognize that similar feelings exist in both herself and children; therefore, the development of self-understanding will be beneficial and necessary for the guidance of children.
3. The student will identify the special needs of the exceptional child, and will analyze the capabilities needed and satisfactions gained when working with such children.

BEHAVIORAL OUTCOMES

The student will be able to:

1. Describe the development of a child from the prenatal period to the toddler age.
2. Recognize the development that takes place in the first and second years of life and its relationship to the task of achieving identity.
3. Identify the predictable patterns of child behavior and the approximate age span of each.
4. Analyze the effects of heredity and environment on the growth and development of a child.
5. Apply knowledge of self-understanding to that of helping children gain an understanding of emotional expression.
6. Identify some of the ways in which children have exceptional problems and special needs.
7. Identify types of services and facilities for exceptional children and define the major objectives of such facilities.
8. Differentiate between mental illness and mental retardation and list the causes for retardation.
9. Evaluate personal qualities needed in working with exceptional children, and identify techniques that might be helpful for the development of such qualities in parents.
10. Recognize behavior patterns of mentally retarded children, and compare these behaviors with those of normal children.
11. Analyze the techniques used in guiding behavior in the mentally retarded and recognize the similarity to the techniques used when guiding normal children.
12. Select activities for exceptional children that aid in developing motor control, motor coordination and perceptual motor abilities.

COURSE CONTENT

- I. As the Twig is Bent**
 - A. Early stages of development
 - B. Awareness of the "self"
 - C. Development of self-control

- II. Trusting Threes through Fetching Fives**
 - A. Behavior patterns and maturation
 - B. Heredity and environment influence development
 - C. Theories of constitutional psychology
 - D. Expression of feelings

- III. The exceptional child with special needs**
 - A. Home conditions which might require special consideration
 - B. Behavior "outside the usual limits"
 - C. The gifted child
 - D. Physical handicaps

- IV. Services and facilities for exceptional children**
 - A. Types of facilities
 - B. Legislation related to services

- V. Mental retardation**
 - A. Evaluation of qualities required in an Aide working with the mentally retarded
 - B. Psychological help for parents
 - C. Needs of the mentally retarded
 - D. Adaptive behavior and intelligence

- VI. Techniques for shaping behavior of the mentally retarded**
 - A. The ABC's of Guidance
 - B. Activities to develop motor control
 - C. Games and exercises
 - D. Arts and crafts techniques
 - E. Action and drama in storytelling
 - F. Music that teaches control and coordination
 - G. Perceptual motor skills

BEHAVIORAL OUTCOME: 1. Describe the development of a child from the prenatal period to the toddler age.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
<p>Knowledge previously gained forms the basis upon which later learnings build.</p> <p>The pretest should be based on the content of the courses, <u>Preface To a Life</u>, <u>As the Twig is Bent</u>, and <u>Trusting Threes Through Fetching Fives</u>.</p> <p>The teacher may want to select specific activities from other courses of study if the class needs further review.</p>	<p>Review the period of prenatal development of a child, the stages of labor and the physical needs of the newborn infant.</p> <p>Take a pretest on the recognized stages of development throughout the first year of life.</p> <p>Trace the physical development of a child from birth through the second year of life.</p> <p>Define <u>gross motor development</u> and <u>fine motor development</u> as related to the activities of the child through the second year.</p> <p>View the slides, "Focus on Development," and note instances of motor development shown.</p>	<p><u>The Developing Child</u> Chapters 2 and 3</p> <p><u>Child Care and Development</u> Chapter 3</p> <p><u>Introductory Homemaking</u> p. 164</p> <p><u>The Developing Child</u> Chapters 4, 5, 6 and 7</p> <p><u>Child Growth and Development</u> Chapters 5 and 9</p> <p><u>Child Care and Development</u> Chapters 4 and 5</p> <p><u>Child Care Aide</u> Student manual: Unit XI-1-9 Teachers' manual: Unit tests on student material, Unit X.</p> <p>Slides: <u>Early Childhood</u> "Focus on Development"</p> <p>Curriculum Guides: <u>As the Twig is Bent</u> <u>Preface to a Life</u> <u>Trusting Threes Through Fetching Fives</u></p>

BEHAVIORAL OUTCOME: 2. Recognize the development that takes place in the first and second years of life and its relationship to the task of achieving identity.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
<p>"From babyhood to personhood" is a time of confusion for the toddler.</p>	<p>Define the word <u>toddler</u>. Discuss the term in relation to the overall development of an <u>individual</u>.</p>	<p><u>Understanding and Guiding Young Children</u> P. 73</p> <p>Pamphlet: <u>Your Child from One to Six</u> pp. 3-5</p> <p><u>Understanding and Guiding Young Children</u> Chapter 3</p>
<p>"Self" results from the awareness of a <u>sense of self</u>, and is a continuing development.</p>	<p>Observe a child from one year to eighteen months of age. List the various things he does in 15 minutes of time. Discuss what the child may have learned during this time.</p> <p>Develop a chart relating physical development to the activities of the one-year-old, and a separate chart for the two-year-old child.</p> <p><u>Physical Growth</u> / <u>Activities</u></p> <p>Ability to clench / Will grasp an object, his fist / then open his fist to drop it</p>	<p>Pamphlet: <u>Your Child from One to Six</u></p> <p><u>Child Care and Development</u> Chapter 7</p>
<p>The two-year-old child discovers the power of oral and anal performance as a means of control over adults in his world.</p>	<p>Volunteer to help in a church nursery working with the toddlers. Keep track of the activities in the nursery that are designed to develop sociability and observe the reactions of the children.</p> <p>Discuss the attitudes of the one- and two-year-old children toward these developmental tasks: Patterns of eating Learning to talk Toilet training</p>	<p><u>Learning About Children</u> Chapter 11, pp. 149-156</p> <p><u>The World of the Child</u> pp. 112-126</p> <p><u>Understanding and Guiding Young Children</u> Chapter 3</p>

BEHAVIORAL OUTCOME: 2. Recognize the development that takes place in the first and second years of life and its relationship to the task of achieving identity. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
<p>In addition to love and companionship, "self" expands through new experiences and success in some achievement.</p>	<p>List play materials and activities suitable for the toddler.</p> <p>Tell how each material or activity helps develop a child's awareness of self.</p> <p>Select one play material or activity and use it with a toddler. Relate to the class the child's reactions to it, and tell whether there were any signs of a feeling of success in the use.</p> <p>Plan and prepare a bulletin board of suitable experiences for the toddler, in the area of learning sizes and shapes.</p> <p>Write a brief statement about discipline techniques. Include an explanation of authoritarian, permissive and developmental discipline. Compare discipline with punishment.</p> <p>Using the following situation, determine which discipline techniques would most likely be used by most adults, and which disciplinary technique would probably be most successful:</p> <p>Mother took Billy, age 2, over to play with Bobby, age 21 months, while she and Bobby's mother planned their joint meeting for their church circles.</p> <p>Billy and Bobby both wanted to play with Bobby's pull-toy dump truck, and each was pulling it away from the other.</p>	<p><u>The Developing Child</u> pp. 252-254</p> <p><u>Learning About Children</u> pp. 120-123, 139, 157-160</p> <p><u>The Developing Child</u> pp. 177-179, 218-227, 245-252</p> <p><u>Child Care and Development</u> pp. 223-233</p> <p><u>Understanding and Guiding Young Children</u> pp. 152-157</p> <p><u>Child Care Aide</u> Unit IV-4 pp. A-69 - A-74</p>
<p>Self-control is both related to, and inherent in, one's concept of self.</p>		

BEHAVIORAL OUTCOME: 2. Recognize the development that takes place in the first and second years of life and its relationship to the task of achieving identity. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	<p>Finally, Billy's foot pinched Bobby's finger against the cab of the truck, and Bobby howled.</p> <p>What's a mother to do?</p> <p>Debate: A mother tends to discipline her own children in the same manner <u>her</u> mother did.</p> <p>Debate: The better a person's own self-control is, the better he will be able to discipline children.</p>	<p><u>The Nursery School, A Human Relationship Laboratory</u> pp. 18-20</p>

BEHAVIORAL OUTCOME: 3. Identify the predictable patterns of child behavior and the approximate age span of each.

BEST COPY AVAILABLE

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
<p>Behavior has shape just as does the body.</p> <p>A child's behavior is most easily handled if his tasks are kept within his ability.</p> <p>Teacher may wish to prepare hand-out sheets from <u>Child Care and Development, Teacher's Manual</u> or assign a committee to work on the observation sheet.</p> <p>Growth is the key factor behind the development of human behavior.</p>	<p>Study and discuss the factors which interact to influence the child's behavior:</p> <p>His stage of development</p> <p>His personal individuality</p> <p>The way his environment treats him</p> <p>Using the "Spiral of Equilibrium and Disequilibrium" shown on page 5, <u>Child Care and Development</u>, make a brief statement as to the probable reason for each stage. Relate to the leaflet, <u>How the Child Responds</u>.</p> <p>Compare the advances through the stages of behavior to the old cliché which states "going forward two steps and falling back one."</p> <p>Develop an observation sheet on predictable behaviors of a 3-year-old and a 4-year-old.</p> <p>Observe children of these ages in a Child Care Center. Discuss individual differences.</p> <p>Review the physical development which occurs during the ages of three through five.</p>	<p><u>Child Care and Development</u> pp. 3-10</p> <p><u>Child Care and Development</u> p. 5</p> <p>Curriculum guide: <u>Child Care Services I: The Child Care Aide</u>, pp. 41-6.</p> <p><u>Child Care and Development Teacher's Manual</u> pp. 19-21</p> <p>Curriculum guide: <u>Trusting Threes Through Fives</u> <u>Fives</u></p> <p><u>Child Growth and Development</u> pp. 62, 257-277</p> <p><u>The Developing Child</u> pp. 257-279</p>

BEHAVIORAL OUTCOME: 3. Identify the predictable patterns of child behavior and the approximate age span of each. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
<p>In addition to growth, a good relationship between family members provides a sound basis for the development of healthy personality behavior in the child.</p> <p>The entry of a child into a child care center or nursery school situation reveals the variety of emotions experienced through leaving mother and the familiarity of home.</p>	<p>Do Assignment Number I in relation to the Case Studies presented on page A-37 in <u>Child Care Aide</u>.</p> <p>View and discuss the transparencies, <u>Growth and Developmental Patterns</u>.</p> <p>Chart the physical growth of a child of three, four and five years of age. Illustrate, by picture or line drawing, each period of growth.</p> <p>Compare the emotions expressed by the typical three-, four- and five-year-old child as shown in the films.</p> <p>Discuss the emotions portrayed in each film and analyze the possible causes for each.</p> <p>Evaluate progress gained by answering the true-false review questions found in <u>Child Care and Development, Teacher's Manual</u>.</p>	<p><u>Understanding and Guiding Young Children</u> pp. 109-111</p> <p><u>Child Care Aide</u> Units III-1, III-2</p> <p>Transparencies: <u>Growth and Developmental Patterns</u></p> <p><u>Child Care and Development</u> P. 3</p> <p>Films: <u>Terrible Twos and Trusting Threes</u> <u>Frustrating Fours and Fascinating Fives</u></p> <p><u>Child Care and Development</u> <u>Teacher's Manual</u> p. 6, "Ages and Stages"</p>

BEHAVIORAL OUTCOME: 4. Analyze the effects of heredity and environment on the growth and development of a child.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
<p>Thomas Hardy's poem, <u>Heredity</u>, states:</p> <p>I am the family face; Flesh perishes, I live on, Projecting trait and trace Through time to times anon, And leaping from place to place Over oblivion.</p> <p>In order to learn <u>how</u> to treat individuals it is necessary to know something about the individual's differences and uniqueness.</p> <p>Constitutional psychologists believe that certain kinds of behavior are to be expected from different body types. (Put the information on a transparency or prepare handouts.)</p>	<p>Take as a pretest the review questions on "Individuality" from <u>Child Care and Development Teacher's Manual</u>.</p> <p>Look up the entire poem, <u>Heredity</u>, in the library and discuss the possible meanings of the composition.</p> <p>Independent research: Write a short paper on the theories held by Sigmund Freud and/or Arnold Gesell relative to heredity and environment as influences on behavior. Discuss and compare findings.</p> <p>Discuss the eight ways in which infants differ from birth and through the years which follow as stated by Dr. Stella Chess in <u>Child Care and Development</u>.</p> <p>Discuss the basic tenets which have evolved as philosophies of early childhood.</p> <p>Read case studies of individual children in a nursery school. Discuss, in writing, how experiences in the home and family have possibly influenced the behavior of these children.</p> <p>Listen to the main points of constitutional psychology. Discuss the three basic body types and related behavior, according to this theory.</p>	<p><u>Child Care and Development Teacher's Manual</u> p. 6</p> <p><u>Child Care and Development Chapter 2</u> Assorted library references</p> <p><u>Child Care and Development Chapter 2</u></p> <p><u>The Nursery School, A Human Relationships Laboratory</u> pp. 46-49</p> <p><u>The Nursery School, A Human Relationships Laboratory</u> Chapter 2</p> <p><u>Child Care and Development</u> pp. 18-24</p>

BEHAVIORAL OUTCOME: 4. Analyze the effects of heredity and environment on the growth and development of a child. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
<p>The tempo with which a child learns, and the differences between boys and girls, are also key individual differences to be recognized.</p>	<p>Look around the classroom and determine which of the three body types describe class members. Relate to their behavior.</p> <p>Compare the three body types to the three primary colors, and discuss the possible secondary and intermediate combinations possible in a person.</p> <p>Visit a local nursery school and observe the speed with which the individual children move. Rank the children from the quickest-moving to the slowest-moving. Mark B for boy and G for girl. Discuss findings and propose reasons.</p> <p>Propose ways in which the Child Care Aide can apply his knowledge of individual differences when working with children.</p>	<p><u>Child Care and Development</u> pp. 24-26</p>



BEHAVIORAL OUTCOME: 5. Apply knowledge of self-understanding to that of helping children gain an understanding of emotional expression.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
<p>Feelings must be expressed in some way in order that one may become secure and confident.</p>	<p>List things that children do that class members find are annoying. List some of the things it is enjoyable to watch children do. Recall any childhood experiences or incidents that may be the basis for those feelings.</p> <p>Select someone in the class to report on "Feelings of Security and Confidence" as described in <u>The Nursery School, A Human Relationships Laboratory</u>.</p> <p>On the board, make a list of words that are emotionally loaded in describing the behavior of a child, i.e., stubborn, spoiled, selfish, bratty.</p> <p>Indicate how use of these words might influence one's attitude toward a child's behavior.</p> <p>Give examples of terms that might better be used to more objectively describe the same behavior. Discuss how people working with children should be careful about reading meaning into children's behavior without careful study.</p> <p>Compare the ages at which children tend to be aggressive and "overbearing" with those at which children tend to feel fearful, insecure and often quite unhappy.</p>	<p><u>The Nursery School, A Human Relationships Laboratory</u> Chapter 16</p> <p><u>Child Care and Development</u> Chapter 8</p> <p><u>Understanding and Guiding Young Children</u> Chapter 5</p>
<p>Each individual is "acting his age" at any age, but even his emotional behavior changes with age in a somewhat orderly and predictable manner.</p>		



BEHAVIORAL OUTCOME: 5. Apply knowledge of self-understanding to that of helping children gain an understanding of emotional expression. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
<p>Personality types that may be found in any grouping have similarities: positive and negative self-images, aggressive and withdrawn behavior patterns, outgoing and indwelling personalities.</p>	<p>View the filmstrip series entitled, <u>Getting to Know Me</u>. Write a paragraph relating the focus of each of the filmstrips: "People are Like Rainbows" "A Boat Named George" "Listen! Jimmy!" "Strike Three! You're In!"</p> <p>Invite some mothers of three, four and five year old children to discuss techniques they have used in handling emotional reactions of children of these ages.</p> <p>From <u>The Nursery School, A Human Relationships Laboratory</u>, read aloud the "Father's Report" on Marvin, who is four years old. Then answer: Why did Marvin react so violently to his father's suggestion about the school? How did Marvin's father help Marvin accept his feelings of hostility?</p>	<p>Pamphlets: <u>Aggressiveness in Children Understanding Yourself</u> <u>What Are You Afraid Of?</u></p> <p>Filmstrips: <u>Getting to Know Me Series</u></p> <p><u>The Nursery School, A Human Relationships Laboratory</u> pp. 295-297</p> <p><u>The Nursery School, A Human Relationships Laboratory</u> pp. 15-23, 261-262</p>
<p>Adults have the same kinds of feelings as children but are less likely to express them openly.</p>	<p>Divide into buzz groups and discuss the statement, "We always refuse to accept in others the feelings which we have had to deny in ourselves."</p> <p>Write and role-play situations which depict the following patterns of behavior: A child who seems to feel confident and to like himself A child who may ask often for help that seems unnecessary A child who is an onlooker and who approaches people with reluctance</p>	

BEHAVIORAL OUTCOME: 5. Apply knowledge of self-understanding to that of helping children gain an understanding of emotional expression. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	<p>A child who wholeheartedly participates in every activity, and approaches people directly</p> <p>A child who "can't make up his mind" what to do and moves from one activity to another without becoming deeply involved</p> <p>Discuss each and draw conclusions as to the feelings being expressed in the behavior.</p> <p>Write similar situations depicting these same patterns of behavior in teenagers.</p> <p>Discuss: "We often see ourselves in the children around us."</p>	

BEHAVIORAL OUTCOME: 6. Identify some of the ways in which children have exceptional problems and special needs.

BEST COPY AVAILABLE

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
<p>Certain types of behavior which is "outside" usual limits can be beneficial: The gifted child The genius</p> <p>Specialists now recognize five distinct types of brain disorders that greatly influence the learning and behaviors of some children:</p> <p>Cerebral palsy Epilepsy Retardation Brain injury Perceptual handicaps</p> <p>Other types of exceptional children with special needs: The orthopedically handicapped child The deaf child The blind child</p>	<p>Read <u>Child Care and Development</u>, Chapter 25, entitled "Behavior Problems."</p> <p>Define IQ. Differentiate between the normal IQ range and that of the gifted child.</p> <p>Discuss what the problems may be for the child who is musically gifted but average in every other way; the child who has superior intelligence but is poorly coordinated; the child who is gifted in intelligence but slow in physical maturity.</p> <p>Debate: "There should be special schools, rather than special classes, for gifted children."</p> <p>Divide into five buzz groups and prepare outlines on each of the five major types of brain disorders. Put the information on transparencies so the entire class may have it.</p> <p>Collect clippings and articles on mental health (illness) and mental retardation, and report on the differences.</p> <p>Ask a doctor to visit and discuss epilepsy.</p> <p>Invite a speaker from Family and Children's Services to inform the class regarding facilities available for children with brain disorders.</p>	<p><u>Child Care and Development</u> Chapters 22 and 25</p> <p>Periodicals: <u>Parent's Magazine</u> <u>Today's Health</u> <u>Newspapers</u></p> <p>Public Health pamphlets</p> <p>Resource persons: Department of Public Health Dade County Medical Association Family and Children's Services</p>

BEHAVIORAL OUTCOME: 6. Identify some of the ways in which children have exceptional problems and special needs. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
<p>Children may have family situations that may require special knowledge and understanding.</p>	<p>Prepare a case situation involving each of the following depicting one behavior problem that might be present as a result of being:</p> <ul style="list-style-type: none"> An only child A child with one parent A child with a working mother An adopted child A step-child A child of recently divorced parents A child from a large family An unwanted child A child whose parents expect too much An overprotected child 	<p><u>Child Care and Development Chapters 17 and 18</u></p> <p>Pamphlets:</p> <ul style="list-style-type: none"> <u>The One-Parent Family</u> <u>The Mother Who Works Outside The Home</u> <u>You and Your Adopted Child</u> <u>When Children Face Crises</u>
<p>Parents who are not able to cope with their own emotional problems sometimes inflict serious damage on their children.</p>	<p>If possible, view <u>Children of Change and Angel by the Hand</u> to help in the formation of interest and understanding of the special problems of some children.</p> <p>Discuss the "battered child syndrome."</p> <p>Collect a series of newspaper, and magazine articles relating to severe physical damage done to children by parents and family members. Discuss possible causes for these actions.</p> <p>Invite a social worker to speak to the class about the battered children.</p>	<p>Films:</p> <ul style="list-style-type: none"> <u>Children of Change</u> <u>Angel by the Hand</u> <p>Community resource agencies: Legal Aid Society Department of Public Health Dade County Nursing Association Family and Children's Services</p>

BEHAVIORAL OUTCOME: 7. Identify types of services and facilities for exceptional children and define the major objectives of such facilities.

BEST COPY AVAILABLE

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
<p>Recent legislation recognizes that the needs of the exceptional child must be met in order to help him to become as self-sufficient as possible.</p> <p>New trends in the education and care of exceptional children include resource centers for learning disabilities, church and community sponsored recreational programs and satellite centers.</p> <p>The Aide needs to know what facilities are available, the goals of such facilities in the community, and the availability and training needed for placement.</p>	<p>List the typical services and the major objectives of the various agencies developed to meet the needs of the exceptional child.</p> <p>Prepare a telephone survey sheet based upon these services. Then:</p> <p>Divide into teams of four students each and research the facilities in the community that offer care and training for exceptional children. To do this, use the telephone survey sheet developed.</p> <p>Give an oral report on some of the possible problems encountered and the special skills needed when working with exceptional children.</p> <p>Invite a speaker to give the class information on the facilities available for children with exceptional needs, and determine the cost of such facilities and the services offered.</p> <p>Ask the Special Education teacher in the school to tell about the goals of special education in a public school setting.</p> <p>Plan a party, complete with some take-home article, for a group of exceptional children in conjunction with a community facility.</p> <p>Write the answers to the questions at the end of Unit XII-1 in <u>Child Care Aide</u> for teacher evaluation.</p>	<p><u>Child Care Aide</u> <u>Unit XII-1</u></p> <p><u>Good Schools for Young Children</u> <u>p. 436</u></p> <p>Resource agencies: Local churches Dade County Medical Association Department of Public Health Mental Health Association of Dade County Dade County Association for Retarded Children Dade County Federation of the Blind Dade County Public Schools</p> <p>Special Education teacher</p> <p><u>Child Care Aide</u> <u>pp. A-205, A-206</u></p>

BEHAVIORAL OUTCOME: 7. Identify types of services and facilities for exceptional children and define the major objectives of such facilities. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	<p>Visit a local center for the exceptional child, and observe the facility and the services offered. Take special note of the reactions of the children to visitors' presence.</p>	<p>Resource agencies: Sunland Training Center University of Miami Mailman Center</p>

BEHAVIORAL OUTCOME: 6. Differentiate between mental illness and mental retardation and list the causes for retardation.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
<p>Mental retardation may be caused by something that occurred during prenatal, perinatal or postnatal development.</p>	<p>View the film, <u>More Than Love</u>, and prepare questions to ask after the viewing.</p> <p>Review prenatal development, stressing conditions which may cause irregularities.</p> <p>Invite a psychiatrist or school psychologist to talk with the class on mental health as opposed to mental retardation.</p>	<p>Film: <u>More Than Love</u> <u>Child Care Aide</u> pp. A-216, A-217</p> <p><u>The Developing Child</u> pp. 88-91</p> <p>Resource agencies: Mental Health Association of Dade County Dade County Public Schools</p>
<p>Increased Federal funding, as well as state and local funding, have provided greater possibilities of employment in the field of mental retardation.</p>	<p>Write to an agency concerning one of the mental retardation problems with the purpose of gaining further insight.</p> <p>Send to address given for <u>Special Education Careers</u> for information on continuing education in the field of working with children who have handicaps.</p> <p>Study and discuss the levels of retardation and the characteristics of the mentally retarded, in relation to the child's needs for care and training.</p>	<p><u>Child Care Aide</u> pp. A-211, A-212</p> <p>Pamphlets: <u>Careers in the Field of Mental Retardation</u> <u>Special Education Careers</u></p> <p><u>Child Care Aide</u> <u>Unit XII-3</u> <u>Teaching the Mentally Retarded</u> pp. 1-5, 19-29</p>

BEHAVIORAL OUTCOME: 9. Evaluate personal qualities needed in working with exceptional children, and identify techniques that might be helpful for the development of such qualities in parents.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
<p>Personal characteristics of the Aide who works with exceptional children are similar to those of the Child Care Aide who works with normal children.</p> <p>An Aide who wishes to work with the exceptional child must try to develop the ability to observe the child, interpret what is seen, then attempt to befriend the child.</p> <p>Parents need psychological help in handling the exceptional child, and this help is often sought from the child care center.</p>	<p>List on the board the personal qualities needed for work with the normal child.</p> <p>Check those qualities that are needed for work with the exceptional child. Add any additional ones the class suggests.</p> <p>Discuss the qualities necessary for working with exceptional children as given on page A-224 in <u>Child Care Aide</u>.</p> <p>Try to observe behavior in different corners of the classroom simultaneously. Relate what was happening.</p> <p>Recall the visit made to a center for exceptional children. Discuss any observation which showed a teacher responding to a particular need of any one of the children: Did the teacher show understanding, warmth? Did the child seem satisfied?</p> <p>Use the checklist on abilities and feelings toward exceptional children and their parents in order to determine possible success as an Aide in this area. Be able to recall specific instances to show why the <u>Yes</u> answers were given. Make a plan for improvement in needed areas.</p> <p>Invite a parent of a handicapped child to tell about the day-to-day problems encountered and the solutions tried. Be prepared to ask questions.</p>	<p><u>Child Care Aide</u> Unit I-1, Unit I-3 Unit XII-4</p> <p><u>Child Care Aide</u> A-224</p> <p><u>Teaching the Mentally Retarded</u> pp. 29-32</p> <p><u>Child Care Aide</u> pp. A-225, A-226</p>

BEHAVIORAL OUTCOME: 9. Evaluate personal qualities needed in working with exceptional children, and identify techniques that might be helpful for the development of such qualities in parents. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
<p>A Child Care Aide, although not a professional in counseling, may be asked to assume a liaison role in relaying information to a parent from the professional staff. In this instance, the Aide must emphasize positive aspects.</p>	<p>Role-play Aide-parent situations, with emphasis placed upon <u>positive</u> expression of the problem.</p> <p>Write a situation involving a child's behavior. Exchange situations and role-play for the class and follow with a discussion of the problem with the parent.</p> <p>Divide the class into two "baseball teams," with teacher as umpire. Each team alternates, pitching a review question to the team "at bat." Score of runs is kept on the board. Three review questions missed constitutes three "outs" and retires the side.</p> <p>Develop some review questions other than those in the manual. Continue the game with these.</p>	<p><u>Child Care Aide</u> pp. A-226, A-227</p> <p><u>Child Care Aide</u> pp. A-227, A-229</p>

BEHAVIORAL OUTCOME: 10. Recognize behavior patterns of mentally retarded children, and compare these behaviors with those of normal children.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
<p>Behavior patterns of children with mental retardation may be viewed in terms of self-care, socialization and expression.</p>	<p>List the needs of the mentally retarded child that are the same as the needs of the normal child.</p> <p>Be able to list and discuss the needed motor development for skills necessary for self-care.</p> <p>Plan an activity designed to develop a skill that is necessary for self-care.</p> <p>Write a paragraph beginning with "Socialization includes"</p> <p>Develop an activity designed for the purposes of socialization.</p> <p>Define the term <u>expression</u>, and lead the class in an activity that might be successful with the mentally retarded child as an aid in language development.</p> <p>Research and write a paper on Public Law 88-164 or Public Law 88-156. Report to class.</p> <p>Debate: All children perform all tasks equally well in a training center until approximately age five, at which age the mentally retarded child can no longer "keep up."</p>	<p><u>Child Care Aide</u> <u>Unit XII-6</u></p> <p><u>Good Schools for Young Children</u> <u>Chapter 21, p. 426</u></p> <p><u>Teaching the Mentally Retarded</u> <u>pp. 5-16, 36-37</u></p> <p><u>Good Schools for Young Children</u> <u>p. 428</u></p> <p><u>Pamphlet:</u> <u>Mental Retardation, Plans and Programs</u></p> <p><u>The Nursery School, A Human Relationships Laboratory</u> <u>pp. 36, 58</u></p> <p><u>A Creative Guide for Preschool Teachers</u> <u>P. 21</u></p>
<p>Mentally retarded children often feel they do not "belong."</p> <p>Mentally retarded children differ from each other as well as from "normal" children.</p>		



BEHAVIORAL OUTCOME: 10. Recognize behavior patterns of mentally retarded children, and compare these behaviors with those of normal children. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
<p>Certain annoying-to-adults behavior is perfectly normal for a mentally retarded child.</p> <p>The complexity of new environment may be reflected in the behavior of the mentally retarded.</p> <p>Intelligent Quotient is the degree to which a person's level of performance measures below or above that considered typical for his age group.</p> <p>The typical retarded person advances only to the mental age of ten or twelve.</p>	<p>Define the term <u>adaptive behavior</u>. Discuss the degree to which a "normal" high school student of today relates to this term.</p> <p>Break into small groups. Develop a questionnaire to measure the adaptive behavior of a high school student.</p> <p>Using the same questionnaire, adapt it to the behavior and development typical of many mentally retarded children.</p> <p>List the tasks that might be complex for a retarded person with a mental age of three.</p> <p>Compare the behavior of the mentally retarded in a city setting with that in a rural setting.</p> <p>Review the formula for arriving at the IQ of a person.</p> $IQ = \frac{MA \text{ (mental age)}}{CA \text{ (chronological age)}} \times 100$ <p>Use the formula and find the IQ for the following:</p> <ol style="list-style-type: none"> 1. The 12-year-old boy whose performance on an intelligence test shows he performs like an average 6-year-old 2. The girl who is 9 but intelligence tests show her performance is typical of a 3-year-old <p>Using the two situations given, discuss them in relationship to the terms, <u>educable</u> and <u>trainable</u>.</p>	<p><u>Child Care Aide</u> p. A-238</p> <p><u>Child Care Aide</u> Unit XII-6</p> <p><u>The Developing Child</u> pp. 229-254</p> <p><u>The Developing Child</u> pp. 231-233, 385-393</p> <p><u>Child Care Aide</u> p. A-240</p> <p><u>Child Care and Development</u> pp. 339-340</p> <p><u>The Developing Child</u> p. 390</p>



BEHAVIORAL OUTCOME: 10. Recognize behavior patterns of mentally retarded children, and compare these behaviors with those of normal children. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
<p>The behavior of the retarded child will remain childlike and not in proportion to physical size.</p>	<p>Answer questions 1-10 from <u>Child Care Aide, A-240 - A-241</u>, in order to evaluate progress.</p> <p>Outline some of the skills and abilities expected of the normal 3, 4 and 5 year old, and relate how this knowledge will be of value in working with the mentally retarded.</p>	<p><u>Child Care Aide</u> pp. A-240, A-241</p> <p><u>Child Care and Development</u> pp. 342-347</p>

BEHAVIORAL OUTCOME: 11. Analyze the techniques used in guiding behavior in the mentally retarded and recognize the similarity to the techniques used when guiding normal children.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
<p>The mentally retarded need the same kinds of guidance and discipline as any other child of the same mental age and ability level.</p> <p>It is essential that acceptable limits be set for the behavior of the normal child; this is equally important for the mentally retarded.</p> <p>Everything a child does expresses some inner feeling or need.</p> <p>Retarded children often respond to expressions, tone of voice, etc. more than the content of what is being said.</p>	<p>Using the ABC's of Guidance, do the following activities: Reduce each paragraph to one short descriptive sentence. Compare each ABC with what is known of "normal" nursery school-aged children.</p> <p>View the film, <u>He Acts His Age</u>, and observe how normally a child's emotional development keeps pace with his physical growth.</p> <p>Using the film as background, write a paper showing how the behavior of the mentally retarded and the normal child is similar, and at what approximate age the pattern of behavior changes.</p> <p>Develop a situation in which an adult, after establishing a limit, failed to take any action when that limit was not observed. Explain what would be the effect on a normal child, and on a mentally retarded child of the same mental age.</p> <p>Create a situation in which physical danger is present, i.e., one child hits another with a toy. Discuss what an Aide might do if the children involved were normal, and what might be done if the children are retarded.</p> <p>Role-play a situation in which a mentally retarded child has successfully tied his shoe-laces. Show by expression that this behavior is approved.</p>	<p><u>Child Care Aide</u> pp. A-243 - A-250</p> <p>Film: <u>He Acts His Age</u></p> <p><u>The Nursery School, A Human Relationships Laboratory</u> pp. 313-331</p> <p><u>Child Care Aide</u> pp. A-244, A-245</p>



BEHAVIORAL OUTCOME: 12. Select activities for exceptional children that aid in developing motor control, motor coordination and perceptual motor abilities.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
<p>The play needs of exceptional children are similar to those of normal children of the same mental age, except that they differ in expression and are the result of slower motor development.</p> <p>Motor skills activities are designed to develop body balance and coordination.</p> <p>Arts and crafts help the mentally retarded release tensions and allow for the building of self-respect.</p>	<p>Review Units VI, VII, VIII, IX in <u>Child Care Aide</u> for the purpose of planning activities for the mentally retarded.</p> <p>Practice, and demonstrate to the class, one or more of the exercises on pages A-252 through A-254 in <u>Child Care Aide</u>. Class members try each, then discuss together how balance and coordination are needed.</p> <p>Plan to visit a center for exceptional children. Before the visit, divide into groups each to develop an activity to be used during the visit.</p> <ol style="list-style-type: none"> 1. Try each of the games and vote on two to use at the center. <p>Practice the directions to be used to teach the game, keeping in mind the mental ages of the children to be taught.</p> <p>At the center, observe the response of one child to the game. If possible, find out the mental age of that child.</p> <ol style="list-style-type: none"> 2. Select any one of the arts and crafts activities to be used with a group of mentally retarded children. <p>Assemble all materials necessary for the teaching of this activity, and direct the class in the participation of the activity.</p> <p>A second group from the class will plan on aiding in the art activity when it is presented at the exceptional children center.</p>	<p><u>Child Care Aide</u> <u>Units VI-IX</u></p> <p><u>Child Care Aide</u> <u>A-253, A-254</u></p> <p><u>Child Care and Development</u> <u>pp. 309-390</u></p> <p><u>Child Care Aide</u> <u>pp. A-244, A-245</u></p> <p><u>Child Care Aide</u> <u>P. A-256</u></p> <p><u>Fun for Fours, Fives and Sixes</u> <u>p. 9</u></p>



BEHAVIORAL OUTCOME: 12. Select activities for exceptional children that aid in developing motor control, motor coordination and perceptual motor abilities. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
<p>Action stories stimulate and motivate learning, release pent-up feelings, soothe fears and entertain.</p> <p>Stories for retarded children should be short to accommodate the short attention span, should contain familiar characters and require little imagination.</p> <p>Music is invaluable as a means of training the mentally retarded children. They love it, and music develops small and large muscles, and aids in language skills.</p> <p>Experiences involving perceptual skills are necessary to help the mentally retarded child to appreciate himself in his world, and to orient himself in his world.</p> <p>Perceptual skills are taught through the use of all other activities.</p>	<p>3. Prepare an action story with the help of a flannel graph.</p> <p>Practice the story in front of the class.</p> <p>Aid in the storytelling time at a center for retarded children.</p> <p>Review the music activities in the manual in Unit VII-2, <u>Child Care Aide</u>.</p> <p>Find and learn the words and music of one of the songs, and teach it to the class.</p> <p>Prepare a method of teaching the song to a group of mentally retarded children. Develop arm and hand actions to accompany the song.</p> <p>Using the perceptual skills listed on page A-261, write one activity that could be used to aid in the development of each perception.</p> <p>Make two columns, <u>A</u> and <u>B</u>. In Column A list the six perceptual skills. In Column B list the activities: games, exercises, arts and crafts, stories, music. Draw lines from column B that could best be used to develop those perceptual skills listed in column A.</p> <p>Take a test covering the material in this entire unit of work, and pass it with a minimum of 80% correct answers.</p>	<p><u>Fun for Fours, Fives and Sixes</u> p. 22</p> <p><u>Child Care Aide</u> p. A-257 - A-259</p> <p><u>Child Care Aide</u> pp. A-127 - A-134</p> <p><u>Fun for Fours, Fives and Sixes</u> pp. 3, 14, 26, 38</p> <p><u>A Creative Guide for Preschool Teachers</u> pp. 116, 117, 121</p> <p>Records: <u>Songs to Grow On Nursery Days</u> "Nick-Wack Paddy-Wack" "I've Been Working on the Railroad" "The Little Red Wagon"</p> <p><u>Child Care Aide</u> <u>Teacher's Manual</u> pp. C-31 through C-34</p>

BIBLIOGRAPHY

BEST COPY AVAILABLE

BOOKS

- *Adams, Wilma and others. Child Care Aide. Lubbeck, Texas: Texas Tech University, Home Economics Instructional Materials Center, 1969. Teacher copy \$10.00; student copy \$6.50.
- *Ames, Louise Bates. Child Care and Development. New York: J. B. Lippincott Company, 1970. Includes teacher's manual. State adopted.
- Baker, Katherine and Fane, Xenia. Understanding and Guiding Young Children. Englewood Cliffs, New Jersey: Prentice-Hall Incorporated, 1967. State adopted.
- *Bensberg, Gerald J. Teaching the Mentally Retarded. Atlanta: Southern Regional Education Board, 1965.
- Brisbane, Holly and Riker, Audrey. The Developing Child. Peoria, Illinois: Charles A. Bennett Company, 1965. Includes teacher's manual. State adopted.
- *Christensen, Elizabeth Seatter and Hansen, Helen S. Fun for Fours, Fives and Sixes. Wilkesburg, Pennsylvania: Hayes School Publishing Company, Inc., 1968.
- Cross, Aleene. Introductory Homemaking. New York: J. B. Lippincott Company, 1970. State adopted.
- Hurlock, Elizabeth. Child Growth and Development. 3rd edition. New York: McGraw-Hill Book Company, 1966. State adopted.
- Leeper, Sarah; Dales, Ruth; Skipper, Dora and Witherspoon, Ralph. Good Schools for Young Children. New York: The MacMillan Company, 1968.
- Read, Katherine H. The Nursery School, A Human Relationships Laboratory. Philadelphia: W. B. Saunders Company, 1971.
- Shuey, Rebekah; Woods, Elizabeth and Young, Esther. Learning About Children. Revised edition. Philadelphia: J. B. Lippincott Company, 1964. State adopted.
- Talbot, Tony. The World of the Child. Garden City, New York: Doubleday and Company, Inc., Anchor Books Edition, 1966.
- Wylie, Joanne. A Creative Guide for Preschool Children. Racine, Wisconsin: Western Publishing Educational Services, 1966.

CURRICULUM GUIDES

- A Guide: Early Childhood Education in Florida Schools, #76, State Department of Education, Tallahassee, Florida, 1969.

*Major text and supplemental materials designated with an asterisk.

BIBLIOGRAPHY

BEST COPY AVAILABLE

CURRICULUM GUIDES, Continued

As the Twig is Bent. Home and Family Education, Quinmester Course No. 6750.02. Division of Instruction, Dade County Public Schools, Miami, Florida 33132, 1971.

Human Development, Division of Vocational, Technical and Adult Education, State Department of Education, Tallahassee, Florida, 1970.

Preface to a Life. Home and Family Education, Quinmester Course No. 6758.01. Division of Instruction, Dade County Public Schools, Miami, Florida 33132, 1971.

Trusting Threes Through Fetching Fives. Home and Family Education, Quinmester Course No. 6758.03. Division of Instruction, Dade County Public Schools, Miami, Florida 33132, 1971.

PERIODICALS

Parent 's Magazine

Today's Health

PAMPHLETS AND LEAFLETS

Aggressiveness in Children. A Child Study Publication. The Child Study Association of America, 9 East 89th Street, New York, N. Y., 10028, 1955.

Careers in the Field of Mental Retardation. National Association for Retarded Children, New York, New York, 1968.

*Mental Retardation, Plans and Programs. Department of Health, Education and Welfare, Washington, D. C., 1965.

Mother Who Works Outside the Home, The. The Child Study Association of America.

One-Parent Family, The. Public Affairs Pamphlet No. 287, New York: Public Affairs Committee, Inc., 381 Park Avenue South, New York, New York 10016.

Special Education Careers. P. O. Box 1492, Washington, D. C., 1972.

Understanding Yourself. Life Adjustment Booklet, Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

What Are You Afraid Of? Life Adjustment Booklet, Science Research Associates, Inc.

When Children Face Crises. Science Research Associates Better Living Booklet.

You and Your Adopted Child. Public Affairs Pamphlet No. 274. Public Affairs Committee, Inc.

BIBLIOGRAPHY

BEST COPY AVAILABLE

PAMPHLETS AND LEAFLETS, Continued

Your Child from One to Six. Children's Bureau Publication No. 30, U. S. Department of Health, Education, and Welfare, 1962.

AUDIO-VISUALS

1. Films

Angel by the Hand. New York University Film Library. 26 Washington Place, New York, New York 10003. Rental fee.

Children of Change. International Film Bureau, 332 South Michigan Avenue, Chicago, Illinois 60604.

He Acts His Age. 15' BW. McGraw-Hill. #1-10035. Dade County Public Schools.

More than Love. The National Foundation—March of Dimes. Free loan from county association.

Terrible Twos and Trusting Threes. Film Board of Canada. Available from American Red Cross. Free loan.

Frustrating Fours and Fascinating Fives. Film Board of Canada. Available from American Red Cross. Free loan.

2. Filmstrips

Getting To Know Me Series. Singer/SVE, 1345 Diversey Parkway, Chicago, Illinois 60614. C102-SAR—Set of 4 Filmstrips, 2 records, 4 Teacher Guides, \$34.50.

C102-SATC—Set of 4 Filmstrips, 2 cassettes, 4 Guides, \$38.00.

3. Records

Songs to Grow on - Nursery Days #22253. Childcraft Educational Corporation, 964 Third Avenue, New York, New York 10022. \$4.15.

4. Slides

Early Childhood. Quill and Childhood Resources, Inc. Available through D. C. Heath and Company, Lexington, Massachusetts 02173. A training program for teachers, Aides, etc. Kit contains Guide, Slide-illustrations, Cassettes. Three part series of slides and cassettes \$145.00.

Includes:

- "A Classroom Planned for Learning"
- "Art Activities"
- "Focus on Development"

BIBLIOGRAPHY

BEST COPY AVAILABLE

5. Transparencies

Growth and Developmental Patterns. 3M Company, Visual Products Division,
Box 300, St. Paul, Minnesota. Includes 23 visuals. \$35.00.