**Schooling & the Family Context**

"Developmentally Appropriate"

- Tremendous change during early childhood
- Activities must match child abilities
  - Normative development
  - Individual variation
- Standardization is problematic

**Informed DAP**

Information ➔ Planning ➔ Practice ➔ Assessment

*effective practice = ongoing process*
## Theoretical Review

**Learning Metaphors:**
- Piaget = “little scientist”
- Vygotsky = “little apprentice”
- Learning Theory = “passive”

## Theory to Practice

<table>
<thead>
<tr>
<th><strong>Piaget</strong></th>
<th><strong>Vygotsky</strong></th>
<th><strong>Behaviorism</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientist</td>
<td>Apprentice</td>
<td>Passive</td>
</tr>
<tr>
<td>Exploration</td>
<td>Guidance</td>
<td>Feedback</td>
</tr>
<tr>
<td>Process</td>
<td>Process &amp; Product</td>
<td>Product</td>
</tr>
<tr>
<td>Child-Centered</td>
<td>Intermediate</td>
<td>Adult-directed (Instructivist)</td>
</tr>
<tr>
<td>Individualized</td>
<td></td>
<td>Standardized</td>
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</tbody>
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## Constructivist ECE Principles

*Early Learning = Active Learning*

- **Children**
  - Naturally want to learn
  - Learn through exploration
- **Adults**
  - Should guide & support
  - Should not control
Film Discussion

- Key developmental milestones
  - Capabilities
  - Limitations
  - Desired changes
- Appropriate educational activities
  - Child’s development
  - Educational approach

Other Factors in Socialization

- Educational priorities
  - Conceptual development
  - Behavioral change
- Cultural background
Educational Goal

- Constructivism = concepts
- Learning theory = behavior

Behavior Management Strategies

- Direct consequences
  - operant conditioning
- Associative learning
  - classical conditioning
- Social influences
  - social modeling
Operant Conditioning

- Direct and explicit
- Law of effect
- Types of consequences
  - Reinforcement
    - Positive
    - Negative
  - Punishment

Factors in Operant Conditioning

- Reinforcement schedules
  - Constant
  - Intermittent
- Affects
  - Speed of acquisition
  - Extinction
  - Recovery

Time Out

- Special type of consequence
- Can be *either*
  - Punishment
  - Cognitive scaffold
Learning by Association

- Classical Conditioning
- Linked activities
- Gradual but effective

Social Learning Theory

- Modeling
  - Same process as operant conditioning
    - Reinforcement increases behavior (imitation)
    - Punishment decreases behavior (counter imitation)
  - Consequence is vicarious
- Process = observation

Influences on Modeling

- Identification
- Salience of consequence
  - Intended/real consequence
  - Unintended/social consequence
- Generalization
  - Inhibition
  - Disinhibition
Issues to Consider

- Process vs. Product
- Encouragement vs. Praise
- Guidance vs. Direction

Collectivism vs. Individualism

<table>
<thead>
<tr>
<th>Collectivism</th>
<th>Individualism</th>
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<tbody>
<tr>
<td>Family/Group</td>
<td>Individual</td>
</tr>
<tr>
<td>Shared Resources</td>
<td>Personal Property</td>
</tr>
<tr>
<td>Helping or</td>
<td>Personal Tasks or Goals</td>
</tr>
<tr>
<td>Being Helped</td>
<td>Personal Choice</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>Factual Knowledge for Its Own Sake</td>
</tr>
<tr>
<td>Narrative Knowledge for a Social Purpose</td>
<td></td>
</tr>
</tbody>
</table>

Normative ECE Practice: Children have own materials
Collectivistic Practice: Children share materials

Defining Readiness

- For what?
  - To learn
  - To succeed in school
- Focus on
  - Child
  - School
  - Family

NAEYC Policy

School Readiness Is:
- Access to developmental experiences
- Support for individual differences
- Appropriate expectations for child
Building Blocks for School Readiness

Assessing Child Readiness

- Age
- Child Characteristics
  - Normative
  - Necessary
  - Problematic
- Contextual Factors

Age

- Predictor, not causal, variable
- Maturational view
- Predicting performance
  - Successful within grade
  - Does not predict improvement
    - Compared to classmates
    - Compared to held-back
California Desired Results

- Attempt define key skills
- Strengths
  - Empirical evidence
  - Theoretical basis
- Weaknesses
  - Too many indicators
  - Lack of definition
  - Lack of organization

Other Variables

- Predicting hold-backs
  - Gender
  - Ethnicity
  - SES
- Predicting school success
  - Age for grade
  - Retention in grade
  - Teacher perception

Transition to School

Scholastic skills:
- Physical
- Language & Literacy
- Cognition
- Social
- Emotional/attitudinal
Physical Readiness Skills
- Fine Motor Skills
  - Firm writing stroke
  - Pincer grasp of pen/pencil/crayon
  - Copy circle, square and triangle shape
  - Use scissors to cut wavy line
- Gross Motor Skills
  - Running
  - Jumping, hopping
  - Kicking
  - Balance on one foot

Language Review
- Holographic speech (~1 year)
- Telegraphic speech (~ 2 years)
- Grammatical Rules (~3-4 years)
  - Overregularization
  - Adjust for listener

Components of Language
- Semantics
- Syntax
- Pragmatics
Components of Reading

- Knowledge of books
- Knowledge of letters
  - Direction
  - Spacing/chunking
- Letter-sound matching (phonetics)

Language & Literacy Readiness

- Communication
  - Follow 2 step directions
  - Ask and answer questions
  - Respond to name and imperatives
- Familiarity with books
- Letter knowledge
  - Recognize 10+ letters
  - Recognize name
- Fine motor writing skills

Social-Emotional Milestones

- Secondary emotions
  - Self-recognition
  - Empathy
- Egocentrism vs. perspective taking
- Cognitive change & social behavior
  - Object permanence & attachment
  - Self-concept & self-esteem
  - Metacognition
Social-Emotional Readiness

- Social Interaction
  - Self-regulation
  - Cooperative play
  - Attention to group rules
  - Anger management

- Attitude
  - Positive self-concept
  - High (reasonable) self-esteem
  - Motivation
  - Interest

Influences on Child Performance

- Child development
  - Cognitive development
  - Communication skills

- Situation
  - Cognitive/emotional demands
  - Familiarity
  - Goals/benefit of behavior
  - Cost/risk of behavior

- Parents/Teachers
  - Discipline strategy
  - Parenting style
  - Modeling
  - Expectations

Predicting Preschool

- Parental factors
  - Education
  - Culture
  - Employment
  - Siblings
  - Socio-economic Resources

- Geography
- Accessibility
Parents’ Developmental Beliefs

- Inaccurate expectations
  - Underestimate infants
  - Overestimate preschoolers
  - Values influence expectations
- More accurate if
  - Multiple children
  - Older
  - Better educated
  - Women

Additional Family Factors

- Socio-economic status
- Location within country
- Adult’s education