ACTIVE LEARNING for INFANTS AND TODDLERS

Continuity of Care in Infant and Toddler Programs

Setting Up a Sensory Environment

Charles Eugene Beatty, Sr. — The Perry Preschool Project’s “Principal Link”
Dear Readers:

This issue of ReSource is an issue of beginnings. It comes at the start of the new year of 2011. It tells the story of Charles Eugene Beatty, Sr., the elementary school principal who helped to launch the Michigan-based Perry Preschool Project in the early 1960s. This issue also presents three articles on how caregivers can help to provide good beginnings for infants and toddlers by supporting children’s growth, learning, and development in these early years.

HighScope’s founding program, the Perry Preschool Project, was housed for five years in the Perry Elementary School, in the Ypsilanti Preschool Project, was housed for five years in the Ypsilanti Public School District. In this issue of ReSource, we tell the remarkable story of the principal of that school, Eugene Beatty. He was a star athlete in high school and college. He was the first African American principal in Michigan, presiding at the Perry School from 1940 to 1967. He made the Perry Elementary School the center of its community on the south side of Ypsilanti, Michigan, and persuaded this community to accept and support the Perry Preschool program. Without his support, the preschool program would not have gotten off the ground, much less achieved its extraordinary success.

In her article, “Active Learning for Infants and Toddlers,” HighScope Senior Early Childhood Specialist Shannon Lockhart explores how and what infants and toddlers learn. Active learners from birth, young children are natural explorers, and they count on the adults around them to support them in their engagement with the world and the people around them. The article addresses the key ingredients of active learning and how caregivers can apply them in the child care setting during each part of the day so that infants and toddlers will be challenged and engaged in their learning. Once the elements of active learning are in place, says the author, caregivers and parents can use HighScope’s Key Developmental Indicators (KDs) — a set of guidelines that frame the content of early learning and development — to answer the question “What do infants and toddlers actually learn?”

Child care director Christine Snyder, of Gretchen’s House in Ann Arbor, MI, looks at the issue of continuity of care in infant and toddler settings. Infants and toddlers need stability and predictability in their early attachments in order to establish trusting relationships. It is only when these early learners feel safe and secure that they develop the confidence they need to explore the world and engage with others. Thus, continuity of care — established when children have a consistent primary caregiver — is critical to children’s early learning and lifelong development.

Brain imaging studies have confirmed what careful watchers of infants and toddlers have long observed: they are learning and developing by leaps and bounds. Recognizing this fact means that their parents and caregivers have both a great responsibility and a great opportunity to support children’s learning and development through the kind of child care environment they provide. An excerpt from the new edition of the HighScope book Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings, by Jacalyn Post, Mary Hohmann, and Ann S. Epstein, explains how to set up the child care environment with appropriate materials to support sensory-motor development.

Beginnings — of years, programs, and lives — can be times of great hope and promise. They can be times of resolution that we will really deliver on our promises to young children to provide them with great opportunities in life and learning.

Sincerely,

Larry Schweinhart
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Africa Wins Award

HighScope Centre in South Teacher Education Organisation of the Year.” The center, which Award in the category “Training and Support Early Childhood Development recipient of the 2010 South African Education Development Centre in

According to South Africa’s Department of Social Development, the ECD awards “highlight the need for a proper system of early childhood development, one that is integrated in its approach, by considering children’s health, nutrition, education, psychosocial and additional environmental factors within the context of their family and their community” (www.dsd.gov.za). Since adopting the HighScope Curriculum, the Khululeka Centre has completed six HighScope Training of Trainers (TOT) programs with participants and trainers from other NGOs (non-government organizations) in South Africa. This training has produced 47 certified HighScope trainers. Khululeka also provides space for the enrollment of 20 children at Khululeka Kids Early Learning, an onsite demonstration school and the first HighScope-certified program in South Africa. Khululeka has held three HighScope conferences and one set of regional workshops, which are attended by early childhood educators and policymakers, funding organizations, and government officials from many areas throughout South Africa.

The ECD awards are a joint initiative of Absa Bank, South African Congress for Early Childhood Development (SACECD), Department of Basic Education, Department of Social Development, the Jim Joel Fund, United Nations Children’s Fund (UNICEF), Aggrey Klaaste Nation Building Foundation, the Sowetan newspaper, and SABC Education.

HighScope’s 2011 International Conference, May 4–6

The 2011 HighScope International Conference, scheduled for May 4–6, in Ypsilanti, MI, will explore the theme “Better Together — Working in Partnership to Help Children Succeed.” The conference will feature leading educators speaking on key issues in the field of early education and more than 75 conference workshops on topics from mathematics to mentoring. Attendees will also have the opportunity to visit the HighScope Demonstration Preschool where they can observe the HighScope Curriculum in action as children move through the daily routine.

HighScope preconference workshops will be held on May 2–3. Preconference workshop topics include “Working in Teams With Parents and Caregivers,” “I’m Using the COR…Now What?,” “Beyond the Science Table,” and “Helping Parents Understand HighScope.” Other preconference workshops address HighScope’s new Key Developmental Indicators (KDIs) with topics related to social and emotional development, approaches to learning, mathematics, creative arts, and physical development and health.

Once the three-day conference kicks off, an array of additional sessions will be offered, including “Daily Routine Basics: HighScope 101,” “Adapting Numbers Plus Activities to Reflect Your Children’s Interests,” “Infant-Toddler Key Developmental Indicators,” “Planning and Recall With Toddlers,” “Coaching for Quality: A Closer Look at the Reflective Coaching Cycle,” “Signing Letter Links,” “But I Only Speak English: Supporting Dual Language Learners,” and many more.

For a more complete list of conference workshops, events, and registration information, go to our website at highscope.org.

Celebrating the award given to the Khululeka Community Education Development Centre for “Training and Support Organisation of the Year” were, from left: Giuliana Bland of the Jim Joel Fund, Khululeka Project Director René King, and ECD Director Phakama Mzileni.
Infants and toddlers are active learners from birth. They are intrinsically motivated to explore the world around them, investigating and engaging with the objects and people in their environment and gathering knowledge in the process. Even the youngest of children make active choices and decisions; they choose objects and people to play with and explore, initiate actions that interest them, respond to events in their surroundings, and figure out how to communicate their feelings and ideas — first by sounds, gestures, and facial expressions, and later through language — to parents and family members, caregivers, and peers. In the course of their explorations with people and things “beyond the blanket,” they rely on parents and caregivers to attend to, support, and build on their actions, choices, and ways of communicating.

Learning occurs when children can manipulate and choose materials and can freely use their whole bodies and all their senses. Even the youngest children need to be out and about exploring their environment with their whole bodies by moving their heads, waving their arms and legs, and engaging with materials and people. According to early childhood experts Geraldine French and Patricia Murphy (2005), active learning in infants and toddlers is “the process by which they explore the world either through: observing (gazing at their hand), listening, touching (stroking an arm or bottle), reaching, grasping, mouthing, letting go, moving their bodies (kicking, turning, crawling, pulling themselves up on furniture, walking), smelling, tasting, or making things happen with objects around them (putting things in and out of boxes, stacking blocks, rolling a ball)” (p. 29). In the process of these explorations, infants and toddlers “construct a basic store of knowledge about what people and things are like, what they do, and how they respond to certain actions. What may begin as random movement — waving a wooden spoon and accidently hitting it against a cardboard box — leads to a fascinating discovery and is repeated deliberately again and again. Through these repetitions, children gain a sense of purpose and mastery” (Post, Hohmann, & Epstein, 2011, in press).

In an active learning child care environment, teachers and caregivers support children’s natural desire to be active learners, as in the following scenario:

Five-month-old Kylee is sitting on the lap of her caregiver, Josylyn, who has a bottle brush in one hand and a medium-sized wooden spool in the other. Kylee reaches for the wooden spool and pulls it to her mouth. It drops to the floor and rolls in front of the caregiver’s legs. She looks at it but then turns her attention to the bottle brush in her caregiver’s other hand. She reaches for the bottle brush and begins sucking on the bristles. Another older infant crawls over to the caregiver where the wooden spool dropped and picks it up and rolls it again on the floor along with other spools. He continues crawling and follow-
ing the spools as he bats them around the carpet area. Another caregiver sits on the floor feeding Siara her bottle while Chrissy, a four-month-old child, holds a textured piece of cloth in her hands, waving it back and forth in front of her face as she coos and makes noises. Her primary caregiver repeats her cooing sounds and smiles at her. Siara even stops feeding and watches Chrissy as she coos and wave her hands. Over in the toy area, fifteen-month-old Felix is banging the large beads on the back of a metal cookie tin while nineteen-month-old Jayden is putting one bead after another into the cookie tin, then picks it up, shakes it around, smiles, and dumps it on the floor. Felix watches Jayden and tries to fill his cookie tin with beads too while smiling at Jayden. And at the water table there are three toddlers laughing and squealing while splashing their hands in the bubbled water. Their caregiver splashes along with them, imitating their actions and describing what they are doing.

In this scene, children are busy making choices and decisions, and engaged with many different types of materials that challenge their thinking skills and engage all of their senses; their caregivers are down on the floor playing with them and supporting their choices. In programs based on the principles of active learning, caregivers “understand and support infants’ and toddlers’ sensory, whole-body approach to learning. They respect and accommodate children’s ongoing need for space, materials, and exploration time” (Post, Hohmann, & Epstein, 2011, in press).

Active learning takes place at any time and throughout the day. Even during bodily care routines — which take time and fill up much of the day — teachers and caregivers can find opportunities to enhance children’s learning while also attending to their physical needs. By applying the ingredients of active learning during each part of the day, we can ensure that infants and toddlers will be engaged and challenged in their learning.

The Ingredients of Active Learning

Materials. In an infant and toddler setting that values active learning, the environment is rich with an abundance and variety of materials that are easily accessible (e.g., stored on low shelves, in baskets on the floor, in see-through containers) and allow children to explore and play at their own pace. Since infants and toddlers are sensory-motor learners, they need to have materials that appeal to all of their senses and challenge their motor growth, which is developing quickly (see related article, p. 18). It is important to provide infants and toddlers with items they can see, smell, hear, touch, and taste — a variety of natural, recycled, and real-life materials in a range of different shapes, sizes, colors, and dimensions — to support their exploration and learning. Familiar, everyday objects (e.g., wallets, telephones,
The choices young children make about the materials and activities they want to explore give them a sense of their own ability to shape their experiences and their relationship to the world around them.

When we offer materials that appeal to children's sensory-motor development and encourage problem solving, children become more engaged in activities. In addition, as infants and toddlers feel success with materials, they will want to repeat their actions; through repetition, children build on their knowledge, raising a sense of mastery and developing more complex thinking skills and abilities.

**Manipulation.** The second ingredient of active learning is manipulation, which goes hand and hand with materials. Infants and toddlers need to be able to have real objects at hand that they can manipulate and explore to learn their functions and then learn to use in ways that make sense to them. For example, an infant grasps her pacifier, puts it in her mouth, then takes it out to look at it and turn it around a bit, and finally puts it back in her mouth; or, a toddler uses a wooden mallet from the play dough shelf to pound the floor (Post, Hohmann, & Epstein, 2011). The more ways young children explore, use, and manipulate materials, the more learning occurs.

**Choice.** The third and most important ingredient in active learning is choice. Too often, caregivers do not offer choices to infants and toddlers. When children's initiatives are thwarted by adults and caregivers (e.g., “Sit still,” “Stop banging”), they may come to doubt their own capacity to shape their own experiences and their relationship to the world around them. Conversely, in an active learning setting, caregivers support children's choices by paying close attention to children's actions and gestures, interpreting their preferences and building on them. Consider this example: “When infant Halley crawls away from her caregiver to the tub of balls, her caregiver interprets Halley's actions to me...” (Post, Hohmann, & Epstein, 2011, in press).

Infants and toddlers make child-size choices throughout the day. As stated earlier, infants choose who to go to, what to look at, what to reach for, and they know when they are tired or hungry. For toddlers, choice opens up a whole world of exploring and investigating on their own terms and learning at their own pace. Even when they have to perform a task, they are more apt to follow the routine when offered a choice. For example, since it is not a choice to walk around with a dirty diaper, children can choose to walk, hop, or be carried to the changing area. In many cases, caregivers need to interrupt eyeglasses) give children the opportunity to imitate people and routines they see at home.

To support children's movement and motor development, children need materials (e.g., balls to crawl or run after, assorted push-and-pull toys) that allow them to use their large muscle groups. Materials should also offer challenges to encourage children's problem-solving skills. For example, children are solving problems when they try to put all the toy animals into a purse or drop objects of different sizes into a water bottle.

**The Five Ingredients of Active Learning**

An active learning environment builds trust, autonomy, and initiative in young children. To ensure infants and toddlers enjoy these benefits and flourish in their program settings, HighScope has five ingredients of active learning that serve as practical guidelines for caregivers:

1. **Materials** — There are abundant, age-appropriate materials the child can use in a variety of ways. Learning grows directly out of the child's direct actions on the materials.
2. **Manipulation** — The child has opportunities to explore (with all the senses), manipulate, combine, and transform the chosen materials.
3. **Choice** — The child chooses what to do. Since learning results from the child's attempts to pursue personal interests and goals, the opportunity to choose activities and materials is essential.
4. **Child communication, language, and thought** — The child communicates his or her needs, feelings, discoveries, and ideas through motions, gestures, facial expressions, sounds, sign language, and words. Adults value, attend to, and encourage the child's communications and language in a give-and-take manner.
5. **Adult scaffolding** — Adults establish and maintain trusting relationships with each child in their care. Adults recognize and encourage each child's intentions, actions, interactions, communications, explorations, problem solving, and creativity.

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Key Developmental Indicators: What Infants and Toddlers Learn

HighScope Key Developmental Indicators (KDs) for Infants and Toddlers

A. Approaches to Learning
1. Initiative: Children express initiative.
2. Problem-solving: Children solve problems encountered in exploration and play.

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 empathy toward the feelings and needs of others.
10. Playing with others: Children play with others.

C. Physical Development and Health
12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).
13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).
15. Steady beat: Children feel and experience steady beat.

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.
20. Exploring print: Children explore picture books and magazines.

E. Cognitive Development
22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
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 people and things from various perspectives.
32. Anticipating events: Children anticipate familiar 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. Imitating and pretending: Children imitate and pretend.
38. Identifying visual images: Children respond to 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. Vocal pitch: Children explore vocal pitch sounds.

Choice is different for nonmobile children than it is for mobile children. Mobile infants and toddlers can access materials on their own because they can move their bodies to the objects or people they want to reach. However, nonmobile infants and toddlers must rely on caregivers to provide materials and initiate experiences for them. Thus, it is important that caregivers provide nonmobile children with a variety of materials that challenge their sensory and motor development. If we only provide plastic rattles or cloth books, we are limiting their experiences. Caregivers can collect toys and materials in a “treasure basket” or any open container (e.g., bins, baskets, bags) and place it within reach of nonmobile infants and toddlers to explore. Natural and household items (e.g., egg whisk, natural sponge, leather ball) engage children’s minds. According to Geraldine French and Patricia Murphy, HighScope consultants in Ireland, this type of basket “offers choice and variety, and encourages exploration and independence. Babies spend as long as they want picking up each piece, feeling it, mouthing it, banging it, exploring it” (2005, p. 64).

Child communication, language, and thought. The fourth ingredient of active learning is child communication, language, and thought. Infants and toddlers communicate in many different ways and, as caregivers, we need to be attentive to what they are trying to “say.” Early childhood specialists Betty and M. Kori Bardige (2008) write that “babies come into the world primed to communicate
with adults, who are primed to communicate with them. Their survival and well-being depend on their ability to connect with their caregivers” (p. 4). When we develop strong relationships with our children, we learn to read subtle cues so that children will not have to resort to outbursts in order to communicate to us what they want or need. Early in their lives, “children’s discoveries about themselves and their immediate environment come through action…. It is also through action that they express what they discover and feel to attentive adults — by crying, wiggling, stiffening, turning away, making faces, clinging, cuddling, cooing, sucking, and looking” (Post, Hohmann, & Epstein, 2011, in press). A growing number of infants and toddlers are also learning to communicate with caregivers using sign language, which reduces their level of frustration in trying to express their needs and feelings to adults and caregivers. Using sign language with children also opens up a world of knowledge about the infants and toddlers we work with and helps us to understand them more fully. As young children grow and gain the ability to speak and communicate verbally with others, our communication and language skills need to grow with them and challenge their abilities. 

**Active Learning is Adult Scaffolding.** The last ingredient of active learning is adult scaffolding, which includes the strategies that we use throughout the day in our interactions with infants and toddlers to support and extend their learning. It is only through trusting relationships that infants and toddlers will develop the confidence they need to explore their environment and grow and learn. According to developmental psychologist Jillian Rodd (1996), children in trusting relationships with caregivers learn “that the world in which they live is a safe and friendly place and that the people who care for them can be trusted to meet their needs promptly, responsively and consistently. If infants learn that they are valued, cared for and respected as significant members of the group, they will have a strong foundation from which to confidently explore and learn about the world” (p. 21). Conversely, through our interactions with young children, we learn more about who they are and how they understand the world, which helps us continue to extend their knowledge and learning.

**Using the Key Developmental Indicators (KDIs)**

When all the elements of active learning are in place — materials to explore bodily, with all the senses; opportunities to make choices; opportunities to communicate discoveries and feelings; and the ongoing, responsive support of trusted adults — what do infants and toddlers actually learn? To answer this question, caregivers and parents in HighScope settings turn to a set of guidelines called the key developmental indicators (KDIs), which frame the content of early learning and development (Post, Hohmann, & Epstein, 2011). (See Sidebar, p. 8).

There are 42 key developmental indicators divided into six areas: 1) approaches to learning; 2) social and emotional development; 3) physical development and health; 4) communication, language, and literacy; 5) cognitive development; and 6) creative arts.

**Through trusting relationships with adults and caregivers, infants and toddlers will develop the confidence they need to explore their environment and grow and learn.**

By looking at situations and activities through the lens of active learning and the KDIs, caregivers can identify infants’ and toddlers’ developing skills throughout the day and become better planners of activities to support children’s learning. Consider the scenario described earlier in this article (see pp. 5–6). Using the KDIs as a guide, along with the five ingredients of active learning, we can take a closer look at what is happening and look at ways to plan for these children daily:

**Kylee**

Kylee is making a few different choices. Her first choice is to explore the wooden spool, which falls to the floor and rolls away. Instead of pursuing the spool, she turns to the bottle brush and begins exploring it with her mouth. This exploration falls under several different areas of development. One area is cognitive development (22. Exploring objects). Kylee explores both the wooden spool and the bottle brush with her hands and mouth. Another area is physical development and health (12. Moving parts of the body). In addition, since Kaylee is forming an attachment with her primary caregiver by interacting and communicating with her as they play, she is developing skills in the area of social and emotional development (5. Attach-
ment and 6. Relationships with adults). One activity that her primary caregiver can plan for the next day would be to provide Kaylee with different types of materials she can easily grasp and hold onto while her caregiver describes what Kaylee is doing and imitates her actions.

When all the ingredients of active learning are present throughout the program day, children are more engaged, experience fewer frustrations and power struggles, and learn and grow.

Felix and Jayden
Felix and Jayden are both making choices about what to do with the beads and tins, each manipulating them in his own way. Felix is banging while Jayden is interested in filling and dumping. As these children each use the beads and tins in their own way, several KDIs are evident in the areas of cognitive development (22. Exploring objects, 26. One-to-one correspondence, and 29. Filling and emptying); social and emotional development (7. Relationships with peers, 10. Playing with others, and 8. Expressing emotions); and communication, language and literacy (16. Listening and responding and 17. Nonverbal communication), as the children look to each other for guidance and play. In identifying the KDIs, the children’s primary caregiver can use them as guidelines to plan for the next day’s activities, such as planning a group time with materials that would encourage a more challenging activity involving filling and dumping (e.g., placing baby food jar lids in a plastic jug or pushing sponges down into a container through a small hole in the lid).

This same method of looking at the ingredients of active learning and seeing development through the lens of the KDIs can be applied to all parts of the day to ensure that all ingredients of active learning are present and that children are developing. If one of the ingredients of active learning is not present, then there will likely be issues surrounding that part of the day; children will let us know when they are not given choices or when we are not supporting their needs. When all of the ingredients of active learning are present throughout the day, children are more engaged, experience fewer frustrations and power struggles, and learn and grow.

References

Shannon Lockhart is a senior early childhood specialist at HighScope.
“It’s Good to See You Again!”

CONTINUITY OF CARE IN INFANT AND TODDLER PROGRAMS

You may remember the first day jitters of starting a new job, going to a new school, or moving to a new city. You may not have known where to find things, what was expected of you, and whom you could turn to for support. Even for an adult with decades of life experiences and a strong sense of self, new situations and transitions can be very stressful. Young children are often in this type of situation at a very early age, some when they are only a few months or even a few weeks old, when they enter a child care setting.

Initially, when babies come home from the hospital, a lot of effort is expended by caregivers (usually parents) to make them feel safe and welcome. Parents dedicate much of their time to reassuring infants that their needs will be met and helping them become accustomed to the voices, smells, and sounds of their new environment. Adults read babies’ verbal and nonverbal cues to determine what they need, what they like, and what they do not like. As caregivers respond consistently to the cries, giggles, and coos of the baby, tending to the child’s basic needs and engaging with him or her in supportive and playful interactions, bonding occurs between caregiver and child, and the infant begins to develop a sense of trust.

The development of trusting relationships in early life yield significant long-term benefits — infants who establish trust in caregivers are more likely to thrive developmentally. As one early childhood expert notes, “Early attachments help determine our lifelong worldview — when young children develop secure attachments, they are more likely to become secure people who are better prepared emotionally to handle difficult situations in their lives and more accepting of other people’s shortcomings” (Honig, 2002).

Establishing Continuity of Care

Similarly, as caregivers in child care settings, we strive to build strong relationships with the infants and toddlers in our care so that they feel safe, welcome, and confident that their needs will also be met. As noted in Tender Care and Early Learning, “The creation and development of these out-of-home relationships is facilitated when children have a designated primary caregiver they can relate to in the out-of-home setting. Continuity of care in programs that serve infants and toddlers is thus a critical factor in helping them adjust to the separation from parents and being able to thrive in their group-care arrangements” (Post, Hohmann, & Epstein, 2011, in press).

Continuity of care is one of the key strategies caregivers can use to develop strong, supportive, and respectful relationships with the infants and toddlers in their program. In this approach, each child has the same primary caregiver (or the same team of caregivers) over a long period of time. Ideally, children have the same primary caregiver for as long as he or she is enrolled in the program. When children are treated with care and respect from a consistent primary caregiver, “they form the trusting human relationships that allow them to develop curiosity, courage, initiative, empathy, a sense of self, and a feeling of belonging to a friendly social community” (Post, Hohmann, & Epstein, 2011, in press).
Maintaining Continuity of Care

Strategies for Providing and Maintaining Continuity of Care

The following strategies can be used to implement continuity of care for infants and toddlers so that they will feel safe and secure in their out-of-home setting. With a strong primary relationship established, children will feel confident in themselves to explore and engage with the world and people around them.

Identify a Primary Caregiver. Each child should be assigned to one teacher or caregiver who will be present when the child is in attendance. Child-caregiver assignments are often based on temperament and compatibility, and bonds that have developed naturally between a particular adult and child. Other factors (e.g., a caregiver’s ability to speak a child’s home language) may also come into play when pairing the child and care provider. Children stay with the same caregiver for key parts of the daily routine. Toddlers plan, recall, eat, and engage in group times with the same caregiver and group of children. For infants, the primary caregiver’s role is to support and engage children in planned activities and play, and to feed, change, and put the infant to sleep. All of these routines provide valuable one-on-one opportunities for interaction.

Since there are times (e.g., meetings, vacations, illness) when the primary caregiver will be absent, he or she shares the child’s care with one or two secondary caregivers, forming a team. The secondary caregiver(s) are important to the child’s sense of well-being and security when the primary caregiver is absent or unavailable.

Arrange the caregiver’s schedule around the needs and schedules of the children. Primary caregivers should work a shift that allows them to be available to the child they care for at important bonding and caregiving parts of the program day, such as rest times and feeding times, and when the child arrives and departs (to facilitate the transitions between home and child care). Parts of the day that require a caregiver’s absence (e.g., breaks, planning time) should be scheduled around these important adult-child interactions. In toddler classrooms, for example, it may be best for caregivers to take breaks after the children have begun resting and return before the children wake up.

Inform children and parents of staff changes, vacations, and absences. It is important to let children (even the youngest) and parents know with as much notice as possible when there is going to be a change in staffing, whether it will be for one day or long term. Children cope with change more comfortably when they are told about upcoming changes in care and/or the daily routine and when they know what will be happening instead. Teachers can post signs, write notes, or send e-mails to convey staffing or schedule changes to home caregivers. This notification will let parents know whom they should talk to in the primary caregiver’s absence, and they will be better able to help ease their child’s adjustment to a different teacher.

Ensure that children and caregivers remain together for several years. For programs with classrooms separated by age groups (i.e., infants and toddlers), a strategy called looping can ensure that children have the same primary caregiver for the first three years of life. While there are variations on looping, the basic idea is that the primary caregiver moves with his or her small group from one room to next. This allows for a group of children and caregivers to remain together for several years, eliminating transitions for young children and helping to establish strong relationships between the children, their families, and the caregivers (Kruse, 2005). When a caregiver’s group

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Parents tend to feel more comfortable about leaving their child in group care when their child has a primary caregiver they have come to know and trust. They are also more likely to share insights and information about their child as their relationship with the primary caregiver has time to develop.
“graduates” to the next program (i.e., the preschool), the caregiver starts over in the infant room and can be assigned a new small group for the next three years. As an alternate option, a caregiver and his or her group of children could stay in the same space for many years with adaptations to ensure a developmentally appropriate environment as the child grows and progresses (Riley et al., 2008).

Overlap schedules for staff. For programs that operate with extended or irregular hours, it may be necessary to overlap schedules or shifts for staff. This will facilitate communication between the teachers and allow the children time to make a transition between one caregiver and another. Breaks and extended hours can be covered by a consistent familiar caregiver, such as an assistant teacher.

Benefits of Providing Continuity of Care

Certainly, continuity of care offers a range of benefits to children: having consistent, supportive relationship with a primary caregiver(s) fosters in them a sense of trust, independence, and engagement with the people and the world around them. However, a child care setting that is structured around continuity of care also benefits caregivers and parents. As the authors of Tender Care and Early Learning (2011) point out, “At the same time, caregivers come to know ‘their’ children and accumulate a growing store of very useful, specific knowledge about each one of them….In addition, families can develop trusting relationships with their children’s primary caregivers — caregivers and parents come to know each other, form common expectations, and learn to communicate effectively about the children who draw them together” (Post, Hohmann, & Epstein, 2011, in press).

The following is a summary of the benefits continuity of care provides to children, caregivers, and parents:

- Children experience less stress. It takes time for children to trust and feel comfortable with a caregiver, and it can be sad, frustrating, or scary for them to have to frequently readjust to someone new. Without a primary caregiver, children may find it harder to say goodbye to parents at dropoff time and more difficult to engage in play throughout the day; it may also be challenging for them to build ongoing relationships and they may struggle to communicate their needs. A primary caregiver comes to know and recognize a child’s needs and can respond appropriately to meet them. As a result, the child experiences less stress and develops a trusting relationship with the adult.

Caregivers should each be consistently responsible for one small group of children. This will allow for the development of strong relationships between the caregiver and the children as well as between each child in the group.

Primary caregivers should work a shift that allows them to be available to the child they care for at important bonding and caregiving parts of the program day, such as rest times and feeding times, and when the child arrives and departs.
Consistent All-Day Care: 4-Day Caregiver Shifts

One option for providing consistent all-day care is for caregivers to work 10-hour shifts, with each caregiver working four days a week. A permanent floater, who works across two classrooms, fills in on the uncovered days of four caregivers (i.e., two in each room). This provides children with a familiar and stable set of secondary caregivers, and no changes in caregivers on any one day. This option and a sample two-week staffing schedule are presented below.

Multiroom With Longer Caregiver Shifts and a Permanent Caregiver-Floater

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By creating longer caregiver shifts over fewer days, programs can provide their infants and toddlers with consistent caregivers throughout the day. For example, each caregiver works a 10-hour day for four days per week. A permanent caregiver floater, working across two rooms (four caregivers), fills in on each of the caregivers’ uncovered days. This provides children with a familiar set of secondary caregivers, and no changes in caregivers on any one day. Also, by alternating weeks, each caregiving team will take turns having three 10-hour days consecutively. (Note: To provide an easier transition from the weekend, it is beneficial for both primary caregiving teams to begin the week with their primary children. This can be accomplished if the day off for the caregiver floater is on Mondays).

- Children are supported through difficult and challenging parts of life. Children experience a variety of challenges early in life, such as learning to share space, toys, and attention. They work through learning to communicate, learning to walk, and so on. Some children have additional struggles with disabilities, poverty, and stresses at home. Primary caregivers can play a significant role in children’s success at overcoming these hurdles in life: “Their ability to overcome the hurt and fear depends, in large measure, on whether they are secure in relationships with a few caring adults who understand what they have experienced” (Copple & Bredekamp, 2009, p. 70).

- Children are supported in developing relationships with other children. Familiar caregivers play a significant role in helping children to develop relationships with peers. Children often need support entering play and negotiating conflict. Children are more successful with these social skills when they are encouraged and supported by an adult they trust.

- Children are more successful communicating nonverbally and verbally. Infants and toddlers communicate in unique and individual ways. Young infants are often only capable of crying to notify caregivers of what they need. Over time and through building relationships with infants, caregivers learn the difference between an infant’s cries for hunger, sleep, pain, interaction, and other needs. This is an infant’s first opportunity to learn to trust — by having a responsive caregiver. As babies grow, they learn to communicate in new ways — gestures, facial expressions, coos, words, and more. Those who spend time with infants and young toddlers on a regular basis are most able to decipher these children’s individual forms of expression.

- Children are more comfortable engaging in play, taking risks, and trying new things. During the infant and toddler years, children try out and master a variety of new skills. When they are with long-term caregivers, they are more confident and capable of taking risks and trying new things. When children are supported by caring and familiar adults, “the infant’s feelings of safety, security and confidence grow with his sense that all the people and the world around him are predictable and offer interesting experiences (Copple & Bredekamp, 2009, p. 56).
Parents feel more welcome and at ease about leaving their child in group care. It can be difficult for parents to leave their children in someone else’s care, particularly if they have not established a relationship with that person. When a child has a primary caregiver, parents have the chance to establish an ongoing, trusting relationship with the person responsible for their child. Parents feel assured by the consistency of caregiving and more comfortable about their child’s placement in group care.

Parents and caregivers have stronger relationships and more open communication. When parents trust the caregiver, the children are more likely to trust the caregiver as well. When parent-caregiver relationships have the time to develop beyond the getting-to-know-you stage, parents are more inclined to share insights regarding their child’s medical history, eating patterns, family values, and other valuable information.

Caregivers are better able to track development and plan meaningful activities for children. When caregivers consistently have the same small group of children, they have an opportunity to observe, record, and support each child’s development over time. Having a strong understanding of the child’s development enhances the caregiver’s ability to plan meaningful and developmentally appropriate activities. Caregivers also use their observations to communicate with parents about the child’s day (Post, Hohmann, & Epstein, 2011).

It’s fun for children to be with someone they know and feel connected to. Children enjoy returning each day to the same caregiver who knows how to make them smile, laugh, learn, and have fun. Young children’s language and social relationships thrive through singing silly songs, playing peek-a-boo, and having a trusting adult as a partner in play.

Continuity of care is at the core of providing quality care for infants and toddlers. Children develop and learn best when they are in a secure, trusting, and familiar environment.

When caregivers remain with the same group of children for an extended period of time, they are more able to develop strong trusting relationships with the children in their care as well as with parents. These consistent, trusting relationships lay the foundation for children’s early explorations and learning and their successful long-term development.

References

Christine Snyder is the director of Gretchen’s House Child Development Center (Washtenaw Intermediate School District) in Ann Arbor, Michigan.
In 2010, at the urging of our board member Dr. James Hawkins, former superintendent of the Ypsilanti Public Schools in Michigan, HighScope convened a series of meetings with some of the now-retired teachers of the Ypsilanti School District. Our purpose was to develop our understanding and appreciation of the role that former Perry Elementary School Principal Charles Eugene Beatty, Sr. played in the Perry Preschool Project, initiated by David Weikart in 1962. As principal of the Perry Elementary School, Beatty overcame obstacles to provide a home for the Perry Preschool for the last five years of the project. Weikart then left the Ypsilanti School District in 1970 to establish the HighScope Educational Research Foundation as an independent organization.

In looking back at the pivotal role Eugene Beatty played in the success of the Perry Preschool Project, we were, of course, hampered by the passage of time and the passing of Eugene Beatty, Dave Weikart, and others. But we were able to meet with former Perry teachers and Ypsilanti school principals Maude Forbes, Mattie Odessa Smith, Delores Butler, and Robert Peper, all of whom were colleagues and admirers of Mr. Beatty; Patricia Horne McGee, a former student at Perry School and current director of our county’s Head Start program; Dedrick Martin, who succeeded Dr. Hawkins as superintendent of Ypsilanti Public Schools; and, at Pat’s invitation, Dr. Marcia Bombyk, a professor of social work at Eastern Michigan University. Pat recently developed an article titled “Charles Eugene Beatty – Head Start Unsung Hero” that appears on the website of the Oregon Head Start Association.

— Larry Schweinhart

Long before there was a Perry Preschool Program in Ypsilanti, MI, there was the Perry Elementary School, originally named the Harriet School, under the leadership of pioneering educator and principal Charles Eugene Beatty, Sr. Known as the “Chief,” Beatty established the Perry School as a center of community activity and involvement where each student mattered. Thus, it is easy to see why Beatty was part of a committee in the early 1960s that brought forth the HighScope Perry Preschool Project and why his school provided a home so conducive to the program’s development and success. It is also no surprise that when the HighScope Perry Preschool Study stepped onto the national stage in December 1980, with the release of findings from its age-15 follow-up study, Eugene Beatty was there with the study’s coauthors, David Weikart and Larry Schweinhart, at the press conference hosted by funder Carnegie Corporation of New York (see photo).

As the “principal link” to the Perry Preschool Project, Beatty had worked hard to shore up support for the preschool program from the school community. As he told The New York Amsterdam News (December 20, 1980), “To start this program we had to first convince the community that this was a good thing. We met with clubs in the community and with parents to show how advantageous it could be. And we had to convince the superintendent of schools that it would not be of great cost. And we had to show the city government that we were not stepping on the urban renewal program.” Beatty did all that and more to help ensure the long-term effects of the Perry Preschool Program.

Setting Records: From Athlete to Educator

Eugene Beatty was born in Detroit in 1909. In his student years, he became an outstanding athlete in field and track. Beatty lettered every year in field and track at northeastern High School in Detroit. In 1927 and again in 1928, he won four events in the Michigan High School Athletic Association Track and field Championships and was named Track and Field Athlete of the Year in 1928. He set the national record in the 220-yard low hurdles. In college, at Michigan State normal College (now Eastern Michigan University), Beatty competed with famed African American track star Jesse Owen in track and field events. Beatty also held the world record for the 440-yard low hurdles in 1931 and the world record for the NCAA 400-meter low hurdles in 1932. He won gold medals in the Penn Relays, the oldest and largest track and field competition in the United States, three years in a row. He competed with famed African American track star Jesse Owen in the 1000-yard hurdles.
Olympic trials, though he fell at the last hurdle in one of the races. For these accomplishments, in 1976 he was elected to the Athletic Hall of Fame of Eastern Michigan University.

Eugene Beatty would go on to set records as an educator as well, serving as the first African American principal in Michigan. He was the principal of the Perry Elementary School from 1940 to 1967 — a full 27 years that culminated with the years of the Perry Preschool program there. The Perry School, originally named Harriet School, had been renamed in honor of Dr. Lawrence C. Perry, a local dentist and the first African American member of the Ypsilanti school board. During these years, the school had only African American students. In the 1970s, it was desegregated and repurposed as a school for kindergarten and prekindergarten children from throughout the district. After serving as principal, Mr. Beatty continued as a community leader and served on the school board that hired Dr. James Hawkins. Beatty died in 1998.

As the “principal link” to the Perry Preschool Project, Beatty worked hard to shore up support for the preschool program from the school community.

Former Perry School teachers and students say that Beatty made the Perry School the community’s school. He actively engaged parents to work in the classroom and teach their young children at home, and he induced them to attend parent conferences and parent-teacher meetings. He encouraged them to serve as decision makers in their children’s education decades before such qualities became embedded in Head Start best practices. The Perry School was the center of the community, a site for immunization clinics, wedding receptions, civil rights rallies, teen dances, voting, community basketball and baseball games, and breakfasts for students long before federal law required them for children from low-income families. The local churches sometimes canceled or rescheduled their activities because an event was scheduled at the school. The late Ron Edmonds, a Harriet/Perry School student, surely brought some of its practices forward in the national effective schools movement that he developed three decades ago.

The Perry Project

As part of an educational reform committee in 1962, Beatty worked with Dave Weikart (then the director of special services for the Ypsilanti Public Schools) and two other elementary principals (Raymond Kingston and John Sakau) in the school district (Hohmann, Weikart, & Epstein, 2008). The committee agreed that something had to be done about the persistent academic failure of students in Ypsilanti’s poorest neighborhoods. After considering factors in student performance, such as teaching methods, patterns of achievement, referrals of children to outside agencies, and elementary-school boundaries, they determined that Ypsilanti school children entering kindergarten were not prepared for future academic success and came up with the idea of providing

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Setting Up a Sensory Environment for Infants and Toddlers

by Jacalyn Post, Mary Hohmann, and Ann S. Epstein, PhD

The following article is excerpted from the forthcoming Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings, 2nd Ed. (2011), by Jacalyn Post, Mary Hohmann, and Ann S. Epstein, PhD.

Because very young children grow and change rapidly and individually, they need a dynamic environment with people, materials, and equipment that provide the challenges they seek when they are ready for them. At the same time they need enough consistency in their environment to allow them to return again and again to familiar things and experiences. As caregivers assess, set up, and modify their setting based on these characteristics of infants and toddlers, it is important to consider the following environmental elements that support children’s sensory-motor development.

Appealing to Children’s Senses

To support very young children’s natural desire for sensory exploration, caregivers should include the following kinds of experiences and materials for exploration and play: aromatic materials and experiences; sound-producing materials and experiences; and materials to touch, mouth, taste, and look at, including a wide variety of found and natural materials so children experience more than plastic playthings (which have limited sensory appeal). The environment should also include open-ended materials; furnishings, flooring, and items with textural variety; and a variety of vistas for children’s exploration and play.

Open-Ended Materials

Open-ended materials are objects or playthings whose use is not predetermined or narrowly limited in action or purpose; rather, children can use them in many different ways. A set of blocks, for example, is open ended because growing children can see and use them in different ways: Infants reach for, grasp, mouth, drop, and bang blocks; toddlers carry, stack, and make simple structures with blocks; preschoolers pretend and build with blocks, making increasingly complex structures, and use blocks for pretend-play props; elementary school children build elaborate designs, structures, and cityscapes of blocks and use them for tools.

A basket of large wooden beads is another example of an open-ended plaything. Infants and toddlers can do many things with the beads — handle them, hold them, mouth them, drop them, roll them, dump them out of the basket and put them back in, hide them under the basket, offer them to another child, bang them against the floor, and carry them in their hands or in a bucket or purse. A bead maze, by contrast, is less open ended. A young child can sit next to this toy and slide some attached wooden beads along a series of winding wire tracks. This device calls for a limited set of actions (sliding one or more beads along a track or spinning beads) and therefore engages a child’s creativity less than the basket of beads does.

Providing infants and toddlers with a variety of open-ended materials like the set of blocks or basket of beads enables them to explore and manipulate the materials in ways that are personally meaningful and suited to their individual levels of development. It also allows them to discover and gain knowledge about the multiple properties and uses of the objects they explore. In these ways, open-ended materials are both more emotionally and intellectually satisfying to children for longer periods of time than single-purpose toys.

A Many-Textured Environment

Another way to support infants’ and toddlers’ direct sensory-motor method of learning is to include in their environment a lot of different textures for tactile exploration. Caregivers could bring in a variety of materials — such as bird feathers, battery-powered fans, or different types of sandpaper — to provide infants and toddlers with rich opportunities to explore various textures.
can consider the following opportunities to incorporate or make use of textural variety in and around their setting:

- **Varied floor surfaces**, such as carpet, vinyl tile, and wood; outdoor walkways with small mirrors, ceramic tiles, or smooth stones embedded in them
- **Various types of movable surfaces to sit on, lie on, crawl on, play on**, such as tatami (straw) mats, blankets, pillows, comforters, fleeces, mattresses, and futons; a plastic wading pool containing sand or filled with crumpled newspaper
- **A variety of outdoor surfaces**, such as grass, fine ground covers, wooden decks and pathways, flat stone pathways, areas of sand, areas of soil, and leaf-covered areas

### Caregivers might locate the diapering and dressing area next to an adult-level window so that children can talk about what they see outside during bodily care routines.

- **A variety of low-level wall surfaces/coverings**, such as metal mirrors, cork, wood, butcher paper, foil, cardboard egg cartons, pegboard, glass brick, fabric, Con-Tact paper with the sticky side out
- **Various types of outdoor barriers or fences** made of such materials as board, stone, brick, chain link, rubber tile, straw bales, and tree stumps
- **A variety of fabrics used for drapery, upholstery, and pillow/mattress coverings**, such as corduroy, chenille, polished cotton, seersucker, ribbon, felt, silk, velvet, leather, vinyl, suede, and knitted or crocheted pieces

### Interesting Vistas

Vision continues to develop over the first two years, as children’s ability to focus and coordinate their eyes improves (Kellman & Arterberry, 2006). Visual acuity — 20/20 vision — is generally reached by age two. During this period, infants and toddlers initially look at things close-up but become increasingly able to see things at a distance (e.g., up to six feet away by the age of two months). It is therefore important to provide interesting visual experiences at a wide range of viewing distances for the rapidly changing visual abilities of infants and toddlers.

Child care settings should include lots of windows that are accessible to children for peeks into the outside world, which they usually find captivating. Infants and toddlers like to crawl or toddle over to a window or climb up to a window to see who is going by; to watch the rain come down and the trees tossing in the wind; to observe the activities of birds, butterflies, squirrels, and other local animals; and to check out passing people, trucks, cars, and buses.

To provide very young children with interesting things to see, the types of windows in the design of an infant-toddler setting may include skylights, floor-to-ceiling windows or sliding glass doors, low-level windows in walls and doors, and a sun room or sun porch (good for plants and people). Staff of child care centers can also think about including child-level windows that look into other children's indoor and outdoor play spaces, allowing children to watch their peers at play. These kinds of windows “can function as an additional learning center,” according to Torelli (1992, p. 40).

Even an adult-level window can be accessible to mobile infants and toddlers if a broad, sturdy platform, loft, window seat, or climber is placed in front of the window to allow children to safely climb up to stand or sit at window level. In addition, caregivers might consider locating the diapering and dressing area next to or near an adult-level window so, during washing and diapering, children can choose to look outside and perhaps talk about what’s going on outside.

Caregivers should also think about what they might place or plant outside the windows for children’s viewing and observing over time. They can, for example, add a window box planted with flowers or establish a flower bed, some flowering trees and shrubs, a meadow with grasses and flowers, or a rock garden with ferns and a small waterfall. To build some action into the scene, staff can add a windsock, wind chime, colorful and patterned flag or banner, bird bath, or bird or squirrel feeder.

An aquarium with a secure top with low-maintenance fish, aquatic frogs, aquatic plants, stones, and pebbles makes for an interesting and soothing indoor vista. Children are fascinated and soothed by the colors and motions of the fish and the plants, and caregivers find them calming too.

### References


Jacalyn Post has worked extensively as a HighScope trainer with infant-toddler teachers and caregivers in several states.

Mary Hohmann, a HighScope staff member from 1970 to 2007, served as a preschool teacher, curriculum developer, trainer, and educational consultant and is one of the developers of the Infant-Toddler Child Observation Record.

Ann S. Epstein, PhD, is senior director of curriculum development at HighScope and the author or coauthor of numerous research and curriculum publications.
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Customized Workshops by HighScope
Classrooms and child care programs are unique. HighScope staff is available to visit programs and provide classroom observation, feedback, and mentoring. One HighScope staff member can visit and provide support for two to three classrooms per day. Strengths and opportunities identified in these sessions help drive curriculum and training plans for teachers and supervisors. With input from teaching staff, parents, and others, HighScope can design a course agenda to deliver to fifteen workshop participants. Fees for customized services are $1,200/day plus travel expenses.

For more information on HighScope’s professional development options, customized on-site training, or certification, please contact Gavin Haque at 734.485.2000, Ext. 218, or via e-mail at training@highscope.org, or visit our Web site at highscope.org.

To register for training, call 734.485.2000, Ext. 234, fax 734.485.4467, or register online at highscope.org.

Online Courses
- Preschool or Infant-Toddler Child Observation Record (COR) $240/person
- Using COR Data to Inform Instruction $120.00/person
- Assessing Program Quality Assessment (PQA) $120.00/person
- Large-Group Time $120.00/person
- Small-Group Time $120.00/person
- Intentional Lesson Planning $65/person
- Work Time $125.00/person
- Planning and Recall Times $125.00/person
- Numbers Plus Preschool Mathematics Curriculum $215.00/person
- Infant-Toddler Conflict Resolution $215.00/person
- Supporting Attachment in Infants and Toddlers $120.00/person
- Infant-Toddler Treasure Baskets: Materials to Support Heuristic Play $65.00/person
- Physical Development: Gross and Fine Motor $120.00/person

For course schedules, go to highscope.org > Training & Conferences > Training Schedule.
HighScope offers the following workshops and courses at our headquarters in Ypsilanti, Michigan. Workshops provide examination and discussion about a specific component of the HighScope Curriculum. Training Courses provide teachers with all of the technical assistance to fully implement the curriculum and to build the capacity to provide ongoing support to their colleagues.

**Introduction to the HighScope Curriculum for Infants and Toddlers**
This week-long workshop is designed to provide teachers with an overview of the successful HighScope Curriculum for Infants and Toddlers. This is a perfect opportunity for Early Head Start teachers, Head Start teachers, program administrators, and parents.

**IN543 • July 11–15 and August 22–26, 2011**
$500/person

**Introduction to the HighScope Curriculum for Preschool Teachers: Basic Principles and Strategies**
This workshop provides teachers with a one-week overview of the components of the HighScope Curriculum. Discussion will focus on curriculum content areas, valid and reliable assessment, the HighScope daily routine, team building, effective adult-child interaction strategies, and more.

**INS51 • June 20–24 and July 25–29, 2011**
$500/person

**Preschool Child Observation Record (COR)**
This workshop provides teachers with background, knowledge, and practical applications of the COR. The Preschool COR focuses on children's everyday activities rather than isolated tasks used in standardized school readiness and achievement tests.

**WK513 • July 11–13, 2011**
$340/person

**Analyzing Data and Making Classroom Plans with the Child Observation Record (COR)**
Teachers who are already familiar with the COR and/or have taken training on the COR learn more about “driving” instruction based on observation-based assessment. In this workshop, teachers and HighScope staff will work together to develop plans based on data obtained from the COR and input from colleagues.

**WK513A • July 14, 2011**
$110.00/person

**Introduction to HighScope’s Growing Readers Early Literacy Curriculum**
The Growing Readers Early Literacy Curriculum (GRC) is a comprehensive set of detailed plans for more than 90 teacher-led small-group activities and accompanying children’s book collection. The activities actively engage and instruct young children in literacy comprehension, phonological awareness, alphabetic principle, and concepts about print. In this workshop participants will learn how to use these materials effectively to help children build new knowledge and literacy skills. The Growing Readers Early Literacy Curriculum is available for $474.95/classroom.

**WK610 • July 19–20 or August 9–10, 2011**
$225.00/person

**Numbers Plus Preschool Mathematics Curriculum**
The Numbers Plus Preschool Mathematics Curriculum is a collection of 120 activities that promote development of skills in numeracy, measurement, geometry, algebra and data analysis. Aligned with the National Council on Mathematics, Numbers Plus is a comprehensive set of detailed plans for small- and large-group activities. The Numbers Plus Preschool Mathematics Curriculum is available for $274.75/classroom.

**WK623 • July 21–22 or August 11–12, 2011**
$225.00/person

**Education Through Movement Summer Training**
This one-week course promotes a basic understanding of the Education Through Movement (ETM) program. Key areas include HighScope movement and music key developmental indicators, fundamentals of motor development, an effective teaching model — Separate, Simplify, Facilitate — and successful methods for integrating movement and music into other curriculum areas.

This training will be held at the DaySpring Episcopal Conference Center in Parrish, Florida. For more information, please visit highscope.org or call Karen Sawyers at 734.485.2000, ext. 224.

Early Registration: $995 if paid in full by March 31, 2011; after March 31 the Registration Fee is $1,095, (includes training fee, six nights lodging, and 18 meals).

**WK622 • July 21–22 or August 11–12, 2011**
$225.00/person

**HighScope Infant-Toddler Curriculum Course**
Appropriate for caregivers, teachers, and teacher-trainers, this comprehensive course is designed to improve both staff skills and overall program quality. In-depth discussion occurs with the following topics: creating a supportive environment, establishing and managing an effective daily schedule, observation and assessment, assessing program quality, and working with colleagues and parents.

**TE530 • $2,025/person • June 13–17 and June 20–24, 2011 plus eight days (to be announced) in Summer 2012.**

**Preschool Curriculum Course (PCC) (Conducted over two summers)**
The four-week Preschool Curriculum Course is designed to prepare teachers and caregivers to implement the HighScope Curriculum in their early childhood programs.

**Week 1**
Fundamentals in the HighScope Preschool Curriculum
**TE511 • August 1–5, 2011**
$2,960/person

**Week 2**
Children in the HighScope Preschool Environment
**TE512 • August 8–12, 2011**
$2,960/person

**Weeks 3–4**
Summer 2012

**Training of Trainers (TOT) (Conducted over two summers)**
Prerequisite is the Preschool Curriculum Course or equivalent.

This three-week Training of Trainers course is designed for those who have already completed extensive training in the HighScope Curriculum and wish to extend their skills to training adults in the educational approach. The course is held over two summers at HighScope’s headquarters in Ypsilanti, Michigan — two weeks the first summer and one week the second. Those successfully completing the course earn certification as HighScope Trainers with an endorsement in the HighScope Preschool Curriculum.

**MM001 • July 17–23, 2011 • $975.00/person (includes tuition, lodging, and meals)**

**TR515 • July 18–22, 2011**

**Week 2 Observation/Feedback**
**TR516 • July 25–29, 2011**

**Week 3**
**TR517 • Summer 2012**
a preschool program for children in the Perry School neighborhood. A special services committee planned how to implement the idea. The program began in 1962 in a community center near the school, then moved in its remaining four years to the Perry Elementary School, where Beatty was principal. In his memoir, David Weikart describes his colleague as “a building principal who was happy to support such an intervention and willing to permit his attendance area and school to be used” (2004, p. 49).

Indeed, Weikart and his staff could proceed because of the cooperation of this visionary principal and the supportive school climate he fostered. The Perry Preschool program’s celebrated home visits and outreach to parents built on the Perry School’s high degree of community involvement. Conversations with other Perry schoolteachers of that time make it clear that Beatty’s support of the preschool program overcame potential opposition to the program by other school staff and by parents and others in the school’s neighborhood. Beatty was a hero and leader in his community. Without his support of the project, they likely would not have allowed it or cooperated in making it happen. The school district’s students, teachers, and principals were still racially segregated; Beatty was the principal who hired African American teachers when others would not. He believed in the educational potential of the children when others did not. Because he had been principal of the school since 1940, he had educationally nurtured talented individuals and future educational leaders such as Ypsilanti principal Maude Forbes, Washtenaw County Head Start director Patricia Horne McGee, and national effective schools leader Ron Edmonds, believing in them and their potential when others might have ignored them, and thus playing a critical role in setting them on their course to educational and professional success.

In the words of Dr. Jim Hawkins, “Mr. Beatty was a remarkable educator and dedicated community servant. He was indeed proud of his accomplishments at Perry Elementary School, including the Perry Preschool Project. It is said that history ought to tell the truth. In that sense, all of us are most gratified that his contributions to this important research project are being recognized in a more formal way.”

Today this story is not just about Eugene Beatty, but also about us. As we remember and honor him and other educators who have gone before us, we state our values for the way we will live our own lives, values learned from his lessons and his living as he did. The status of African Americans in the US has changed a great deal since Beatty was born in 1909 and became a star athlete and educational leader in the last century. But African Americans still face an income gap and an achievement gap. HighScope remains committed to addressing the racial achievement gap by providing professional development support to early childhood teachers who serve poor black children to implement the curriculum first developed in the Perry Preschool program. HighScope works to support the quality of all types of early childhood programs in homes, centers, and schools throughout the United States and around the world.

We are all still desperately in need of visionary educational leaders of all our country’s races and cultures to lead us forward — not only to tolerate each other, but also to embrace the diversity that makes America a great nation. We all need to recommit ourselves to overcoming the problems that we still face, just as pioneers like Eugene Beatty and David Weikart did with and in their lifetimes.

References


Larry Schweinhart is the president of HighScope.

Patricia Horne McGee is the director of Washtenaw County Head Start in Michigan.