

Nutrition, Health, and Safety



for Young Children

Promoting Wellness

Joanne Sorte

Inge Daeschel

Carolina Amador



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Oregon State University

Oregon State University

Community Health Centers
of Benton and Linn Counties

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Correlation of This Book's Chapter Content and MyEducationLab Content with NAEYC Standards for Early Childhood Professional Preparation Programs

NAEYC Standards and Key Elements	Chapter Content	Assignable Exercises on MyEducationLab (including videos, scenarios, or artifacts)
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Nutrition, Health, and Safety for Young Children

Promoting
Wellness

I extend loving appreciation to my parents, Jean and Burrell Godard, and to my family: Bruce, Cascade, Matt, Caden, Jerry, Misty, Isabelle, and Sally, who have taught me many things about nutrition, health, and safety and the joys of playing outdoors.

Joanne Sorte

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I extend genuine appreciation to all children, each of whom bring wisdom, courage, and joy to the world. I would like to also extend an extra special thanks to my family: Scott, Lucia, and Oscar, who bring me great peace, joy, and awe.

Carolina Amador

about the authors



From left: Joanne Sorte, Inge Daeschel, and Carolina Amador

Joanne Sorte has been an early childhood professional for more than 30 years. She earned her bachelor of arts degree in child development and family life, and her master of science degree in human development and family sciences at Oregon State University (OSU). She began her early childhood professional experiences as a home visitor for the Home Base program in Yakima, Washington. She then directed a preschool program for Lower Columbia College in Longview, Washington, and worked as the family services coordinator for Head Start. These experiences inspired her commitment to serving families from diverse backgrounds, while raising three children with her husband provided her many opportunities to experience the joys of child development and parenting. She taught in preschool settings for several years, until accepting a position on the faculty of Human Development and Family Sciences at OSU as director of the Child Development Laboratory in the Hallie Ford Center for Healthy Children and Families. She is also director of the OSU Oregon Head Start Prekindergarten Program and an active member of the Oregon Head Start Association. Recognizing the value of the laboratory preschool as a formative experience for children, families, and students, she guided the evolution of a blended early education program model where children from low-income families, children with special needs, and children from the general community attend preschool together in the early education laboratory. She directs the practicum experience for students majoring in early childhood development and education, supervises graduate students, and facilitates research on child development and wellness. She has coauthored an intervention program with Inge Daeschel called *Health in Action: 5 Steps to Good Health*. She enjoys advocating for education and being active with her family.

Inge Daeschel is a licensed and registered dietitian who is board certified as a specialist in pediatric nutrition. She received her bachelor of science degree in foods and nutrition science at Plattsburgh State University in New York. She completed her dietetic internship at Massachusetts General Hospital in Boston and received her master of science degree in nutrition science from the University of Tennessee at Knoxville. She worked at Duke University Medical Center, first as pediatric dietitian clinician and later as assistant chief clinical dietitian. This position was instrumental in developing her interest in helping families understand the nutritional needs of their children.

She and her family relocated to Oregon where she worked at the Corvallis Clinic and later accepted a faculty position as instructor in the department of Human Development and Family Sciences at Oregon State University (OSU) where she is health and nutrition services coordinator of the OSU Child Development Laboratory and the OSU Oregon Head Start Prekindergarten Program. She is also a nutrition consultant providing services to an area hospital, two WIC programs, and the Head Start and Migrant Head Start programs. Her expertise in feeding children is based on personal as well as professional experience, gained raising four children, including one with multiple food allergies. She has coauthored with Joanne Sorte an intervention program called *Health in Action: 5 Steps to Good Health*, which promotes wellness by providing focused messages that address nutrition and physical activity in early childhood programs.

Carolina Amador, M.D., is a board-certified pediatrician. She received a bachelor of education degree in speech pathology at the University of Georgia in Athens. She earned her medical degree from the Medical College of Georgia in Augusta and completed her residency in pediatrics at West Virginia University in Morgantown. She worked as chief resident in pediatrics at West Virginia University where she developed a lactation clinic as well as a focus on advocacy for breast-feeding mothers. She is in the process of obtaining a master's degree in public health from the University of Washington in Seattle with a focus on maternal and child health. She moved with her husband to Corvallis, Oregon, and has worked as a general pediatrician for 7 years and is currently employed by a community health center that serves a large percentage of Hispanics and migrant workers. During these years as a general pediatrician, she has developed professional interests in childhood obesity prevention, health disparities, and Latino health. She has been involved in community events and organizations advocating for children's health including the Oregon State University Head Start Health Advisory Committee, the Benton County Healthy Weight and Lifestyle Coalition, the Benton County Oral Health Coalition, and the Breastfeeding Coalition of Benton County. Throughout her years of education and medical practice, she has participated in several international health experiences in Ecuador, Honduras, Uganda, and Malawi.

preface

This is an exciting time to be an early childhood educator. At the forefront of this excitement is the broad and enthusiastic confirmation that early childhood professionals play an important role in establishing the foundations of wellness for young children. Teachers of young children are experiencing new challenges, including an increasingly diverse population, more identified food allergies, concern about the obesity epidemic, more focus on serving children with special health care needs in classrooms, threats to children's safety, and increased awareness of the environment and the use of sustainable practices in early childhood settings. These issues also present fresh opportunities for teachers to appreciate the interrelationships among nutrition, health, and safety and to share their knowledge with children and their families.

This practical text provides students with a comprehensive understanding of the nutrition, health, and safety needs of young children from birth into school age. Furthermore, it prepares teachers to serve diverse populations of young children in family child care, child care centers, preschools, and elementary school settings. Students are brought into many classrooms through in-text examples and assignable, online video-based exercises on MyEducationLab, which bring concepts to life.

Our intention is to equip students with a strong understanding of wellness concepts, preparing them to implement healthful practices and teach young children ways to contribute to their own wellness. These skills emerge as students gain insight into how to enhance children's well-being:

Partner with children and families and nutrition, health, and safety professionals to promote wellness in young children. Students learn that they will work within a network of support to meet children's nutrition, health, and safety needs.

Implement and model appropriate wellness practices. Students will be able to design and use practices that are fitting for children's age and developmental capabilities in tune with children's developmental, health, and language needs and responsive to family cultural practices.

Recognize the important contributions of nutrition, health, and safety to children's learning and overall well-being. Students will be ready to:

- Provide wholesome nutrition that promotes optimal growth, development, and learning.
- Attend to children's individual health needs and implement healthful classroom practices that build wellness habits to last a lifetime.
- Establish environments and implement practices that ensure children's physical and emotional safety, creating the foundation for exploration, creativity, and discovery.

We extend a warm invitation to students to join the team of early childhood professionals who cherish these important early years and who celebrate each child's potential for a healthy, happy, and productive future. In the following pages, we describe how this text helps students to *understand*, *see*, and *teach* wellness concepts.

helps students to *understand* wellness concepts

choices in the MyPyramid format for a variety of cultural groups. This information, presented in English, helps teachers understand traditional ethnic food choices.

Teaching English Language Learners

Appropriate teaching practices guide how nutrition concepts are presented for all children, with special consideration given to those who are English language learners. Strategies that promote understanding of the nutrition message include the following:

- Have children learn by participating in hands-on activities, such as cooking activities and taste tests.
- Use a range of foods, recipes, and food preparation and cooking methods to reflect a variety of cultural approaches.
- Base the activity on a bilingual children's picture book with a focus on nutrition.
- Use visuals such as real food, food models, or pictures of food whenever presenting a verbal message.
- Speak clearly and explain concepts in more than one way.
- Invite parents and others to visit the class to demonstrate a nutrition concept, to engage children in a cultural food tradition, and to be role models promoting the value of cultural diversity.
- Plan field trips to local businesses such as ethnic supermarkets, restaurants, and bakeries to experience how traditional foods are made.

Teachers who promote healthful eating from a multicultural perspective need to challenge themselves to explore new ideas and ways of planning appropriate and healthful menus for young children. They should also educate themselves about the nutrition traditions of diverse cultures. The resources that guide teachers and families with important nutritional information provide the structure to guide decision making about the selection and presentation of foods. The actual foods selected, however, and the lessons taught about nutrition evolve from the teacher's knowledge of the needs of all children in the group, including their cultural traditions. This highlights the important role that teachers play in

Figure 3-8: A Food Guide from Mexico

Figure 3-9: A Food Guide Pagoda from China

Source: From *Formative De Nutrición Y Salud A.C.* Used with permission.

- Through anecdotes, cases, and authentic examples, the authors use a storytelling approach that helps **contextualize** wellness concepts for students. Chapter opening **scenarios** reveal common situations involving teachers, children, and their families grappling with nutrition, health, and safety issues. These scenarios are woven through each chapter to illustrate the teacher's role.
- Promotes **culturally responsive** teaching of nutrition, health, and safety concepts, including content about vegetarian, religious, and cultural diets and working with diverse families.
- Nutrition Chapters 3 to 8 break complex content down through clear writing, diagrams, and frequent classroom examples.
- Chapter 13 is a unique chapter on **children's mental health**.

Safety Segment

Thimerosal and Vaccines

Thimerosal is a mercury compound that was used until recently as a preservative in vaccines. The U.S. Food and Drug Administration (FDA) requires the use of preservatives with vaccines to prevent their contamination with dangerous organisms. Before preservatives were used, serious illnesses and deaths were reported from contaminated vaccines.

Considerable concern has been raised regarding a suspected association between thimerosal and autism. In 2001 and 2004, the Institute of Medicine conducted reviews focusing on the relationship between thimerosal and the neurodevelopmental disorders of autism, attention deficit/hyperactivity disorder, and speech/language delay. The committee concluded that there is no evidence of a relationship suggesting that

- Topical features in each chapter—**Nutrition Notes**, **Safety Segments**, **Policy Points**, and **Health Hints**—introduce readers to current issues in health, safety, and nutrition to create awareness and develop sound practices.

Nutrition Note

Building Interest in New Foods

Children are enthusiastic about cooking activities, and it is also fun for them to taste the results of their cooking projects. Cooking with children provides opportunities to teach about foods: where food comes from, how food smells, tastes, and feels, and how to prepare different kinds of food. Cooking also engages children in activities that help to develop motor skills as they use their arms, hands, and fingers. Children have different developmentally appropriate "kitchen skill" levels depending on their age. Understanding children's skill levels helps teacher to direct students to activities that help them feel successful. Kitchen skills for different age categories of children are listed below.

2-Year-Olds

- Scrubbing vegetables and fruits
- Carrying unbreakable items to the table
- Dipping foods
- Washing and tearing lettuce
- Shaking a drink in a closed container
- Spreading butters or spreads
- Kneading dough
- Washing vegetables and fruits
- Serving foods
- Scrubbing vegetables (potatoes, mushrooms)
- Cutting soft foods with a plastic knife (mushrooms, hard-boiled eggs)
- Pressing cookie cutters

Policy Point

REDUCING HIGH-CALORIE SOFT DRINK CONSUMPTION IN SCHOOLS

In May 2006, the Alliance for a Healthier Generation, a joint initiative of the American Heart Association, the William J. Clinton Foundation, and the American Beverage Association, announced new school beverage guidelines that will voluntarily remove high-calorie soft drinks from all U.S. schools by the 2009–2010 school year.

Although guidelines for preschool programs are not available, the recommendations for children in primary school allow the following:

- Bottled water.
- Up to 8 ounces of milk or juice.
- Regular or flavored milk that is fat free or low fat that provides up to 150 calories per serving.
- 100% juice that provides up to 120 calories per 8-ounce serving and 10% of the daily value for three vitamins and/or minerals.

These guidelines have become the standard of practice for the soft drink beverage industry and will be used as a basis for establishing contract arrangements with elementary, middle, and high

Health Hint

Information Teachers Need to Serve Children with Diabetes

- ✓ Detailed training that discusses specifics of the diabetes medical management plan such as medication administration, blood glucose testing, and diet.
- ✓ Training on emergency care steps for low blood sugar levels including glucagon administration.
- ✓ Resources to contact for more information, such as those provided by the American Diabetes Association:
 - Diabetes Medical Management Plan
 - Tips to Help Teachers Keep Kids with Diabetes Safe at School
 - Solutions for Common Diabetes Management Concerns in the Classroom

Sources: Sample Section 504 Plan & Diabetes Medical Management Plan for a Student with Diabetes, June 2007, Alexandria, VA: American Diabetes Association, retrieved October 30, 2009, from <http://www.diabetes.org/advocacy-and-legal-resources/discrimination/school/504plan.jsp>; Tips for Teachers of Students with Diabetes, Alexandria, VA: American Diabetes Association, retrieved October 30, 2009, from <http://www.diabetes.org/useddocuments/>

helps students to see wellness concepts . . . and *apply* them

What if...

a parent asked you to store her child's epinephrine autoinjector (EpiPen) in the classroom for emergency use, but your program's practice is to lock the EpiPen with other medications in the director's office? Is the parent's request legitimate? How would you manage this?

- Reflective **What If. . . ?** situations place students in the classroom to think about how they would solve possible day-to-day challenges related to nutrition, health, and safety.

What if...

you wanted to support sustainability in early childhood settings? How would you approach this goal? How might teachers' sustainability practices influence young children?

- **MyEducationLab** videos, artifacts, and other resources correspond to text content in assignable exercises throughout the text to help students see how early childhood professionals convey important health, safety, and nutrition concepts to young children.

The screenshot shows the MyEducationLab website. The header includes the logo and navigation links: HOME, TOPICS, BOOK, RESOURCES. A sidebar on the left lists: Topics, Menu Planning, Learning Outcomes, Assignments and Activities (selected), Building Teaching Skills and..., and IRIS Center Resources. The main content area is titled 'Introducing Children to New Foods' and includes a 'Learning Outcome' section, a video player for 'Nutrition Lesson: Fruits and Vegetables', and a question prompt: '1. What strategies did the teacher use to introduce...'. The video player shows a woman interacting with two young children.



Go to the Assignments and Activities section of Topic 3: Menu Planning in the MyEducationLab for your course and complete the activity entitled *Introducing Children to New Foods*. How does this teacher entice her children to try different fruits and vegetables?

helps students *teach* wellness concepts to children

- Chapter 2, **Teaching Wellness Concepts**, establishes the importance of children's learning through play and an integrated curriculum and also supports students who need to create learning activities in a field experience with a suggested activity plan format.
- Each chapter contains **Teaching Wellness curriculum lesson activities** presented in developmentally appropriate ways for infants and toddlers, preschoolers, and school-age children. Many of these can be viewed online in video-based assignable exercises in MyEducationLab.

Teaching Wellness *Planting a Three Sisters' Native American Garden*

Learning Outcome: Children will be able to describe how seeds planted in the ground grow into the vegetables we eat.

Infants and Toddlers


- **Goal:** Babies and toddlers will learn how a garden looks, feels, and smells.
- **Materials and preparation:** Establish a program garden with help from older children, or identify a community garden to visit periodically during the growing season. Commercial strollers that allow infants and toddlers to be walked in the garden in a group. For older toddlers: a large plastic pool, clean dirt or sand, and children's gardening tools such as a spade, rake, watering can, shovel, and flower pots as well as small carrots, potatoes, garlic cloves, and/or onions for planting.
- **Activity plan:** Walk with infants periodically throughout the growing season through the garden. Talk about the garden. Allow babies and toddlers to see, touch, and smell the garden and plants, such as smelling the recently turned dirt and touching the plant leaves and water used to sprinkle the garden. Describe what is experienced by saying, "The dirt of the earth has a special smell" or "The water feels smooth and cold." Name the plants in the garden.
- **How to adjust the activity:** Invite toddlers to walk through the garden. Look for insects, worms, and butterflies. Bring a plant pulled from the garden to an inspection location. Talk about the parts of the plant: roots, stem, leaves. Place clean dirt or sand in a plastic pool or sensory table. Provide vegetables such as carrots and potatoes to "plant" and dig up again. Fill small flower pots with soil and plant a fast growing seed such as a bean, sunflower, or squash seed. Water the seeds and watch them grow.
- **Did you meet your goals?** Can you observe babies and toddlers looking at and reaching out to touch the plants? Do you hear toddlers describing the smells and textures of the garden?

Preschoolers and Kindergartners

- **Goal:** Children will plant a Native American Three Sisters' Garden and understand the steps of planting and growing foods.
- **Materials and preparation:** A small plot of land or raised bed for gardening, child-sized gardening tools such as spade, hoe, rake, watering can, shovel, wheelbarrow and corn, squash, and pole bean seeds. Access to water. The resource book *Native American Gardening: Stories, Projects and Recipes for Families* by M. J. Caduto and J. Bruchac and the children's book *Corn Is Maize* by Aliki.
- **Activity plan:** Read the book *Corn Is Maize* by Aliki. Discuss how the Native Americans grew corn and had many uses for the vegetable. In addition to corn, beans and squash were traditionally planted together and called the "three sisters." Read an account of the tale of the three sisters found online at <http://luckydawson.com/science.aspx>. Have a garden area ready for planting. Use as a resource the *Native American Gardening* book listed above. Working with small groups, invite children to use their hoes to make a round mound about 18 inches across the bottom tapering to 10 inches across the top. Level off the top so that it makes a flat circle. Plant four to six corn seeds in each quarter of the circle about 6 inches apart. Pat the soil and keep evenly moist while the corn seeds begin to grow. When the corn starts to grow and is about 4 to 6 inches high, plant four pole beans around the edge of the circle halfway down the mound. Bean seeds may include pinto, kidney, navy, peas, snap beans or a variety of these. On the lower edge of the mound also plant six squash seeds. Pat the soil and keep it evenly moist while these seeds germinate. Explain to the children that the Native Americans learned that these three plants help each other grow. The corn provides shade for the small bean plants and becomes the poles for the beans as they grow. The beans add nutrients back into the earth. The squash makes a shady ground cover that helps the soil retain moisture. The prickly spines on the squash leaves keep away animals that like to eat corn.
- **How to adjust the activity:** Fill a sensory table with corn, beans, and squash seeds. Provide magnifying glasses, rulers, and clear plastic containers for measuring and sorting. Offer fresh corn and invite children to pull off the corn husks and examine the way the corn kernels grow. Provide fresh beans. Open the beans to discover the bean seeds. Count the number of bean seeds in each bean. Provide a fresh squash. Cut open the squash and explore the interior; dig out the seeds, count them. Cook the squash and roast the seeds for tasting.
- **Did you meet your goals?** Did children participate in planting and caring for the garden? Are children able to identify the steps in planting and growing food?

School-Age Children

- **Goal:** Children will plant a Native American Three Sisters' Garden and describe the steps of planting and growing foods and how to use them to plan a healthful menu.
- **Materials:** Same as above for planting a school garden, including the book *Native American Gardening: Stories, Projects and Recipes for Families* by Caduto and Bruchac. Cooking utensils.
- **Activity plan:** Involve children in planting a program's garden. Read the stories located in the *Native American Gardening* book, such as "The Bean Woman" (p. 61) or "Onenhe, The Corn" (p. 1). Have children draw illustrations for the story. While managing the garden, have children keep a garden journal. A sample journal sheet is found on page 30 of the *Native American Gardening* book. Harvest foods grown in the garden. Select and prepare simple recipes using corn, beans, squash, or other garden produce. Create a menu following CACFP guidelines using produce from the garden. Sample menu: bean bread, salmon, snap beans or corn, berries (such as strawberries, blueberries, raspberries, or blackberries), milk.
- **How to adjust the activity:** Invite families to a harvest celebration. Have children read from their journals and display illustrations for the Native American stories.



- The theme of being a good **role model** to children is emphasized throughout.
- **Integrated curriculum** for teaching nutrition, health, and wellness promotes current evidence-based practices.
- Content aligns with **NAEYC** professional preparation and program standards.

instructor supplements

The following instructor tools supplement, support, and reinforce the content presented throughout the text. All supplements are available for download for instructors who adopt this text. Go to www.pearsonhighered.com, click on “Educators,” register for access, and download files. For more information, contact your Pearson representative.

Online Instructor’s Manual The *Instructor’s Manual* provides chapter-by-chapter tools to use in class. Lecture or discussion outlines, teaching strategies, in-class activities, student projects, key term definitions, and helpful resources will reinforce key concepts and applications and keep students engaged.

Online Test Bank These multiple-choice and essay questions tied to each chapter provide students the opportunity to assess their understanding of the chapter content. An answer key is provided.

Online PowerPoint Slides Each slide reinforces key concepts and big ideas presented throughout the text.

Pearson MyTest is a powerful assessment generation program that helps instructors easily create and print quizzes and exams. Questions and tests are authored online, allowing ultimate flexibility and the ability to efficiently create and print assessments anytime, anywhere! Instructors can access Pearson MyTest and their test bank files by going to www.pearsonmytest.com to log in, register, or request access. Features of Pearson MyTest include:

- Premium assessment content
 - Draw from a rich library of assessments that complement your Pearson textbook and your course’s learning objectives.
 - Edit questions or tests to fit your specific teaching needs.
- Instructor-friendly resources
 - Easily create and store your own questions, including images, diagrams, and charts using simple drag-and-drop and Word-like controls.
 - Use additional information provided by Pearson, such as the question’s difficulty level or learning objective, to help you quickly build your test.
- Time-saving enhancements
 - Add headers or footers and easily scramble questions and answer choices—all from one simple toolbar.
 - Quickly create multiple versions of your test or answer key, and when ready, simply save to MS-Word or PDF format and print!
 - Export your exams for import to Blackboard 6.0, CE (WebCT), or Vista (WebCT)!

Using MyEducationLab with This Book



Teacher educators who are developing pedagogies for the analysis of teaching and learning contend that analyzing teaching artifacts has three advantages: it enables new teachers time for reflection while still using the real materials of practice; it provides new teachers with experience thinking about and approaching the complexity of the classroom; and in some cases, it can help new teachers and teacher educators develop a shared understanding and common language about teaching. . . .¹

As Linda Darling-Hammond and her colleagues point out, grounding teacher education in real classrooms—among real teachers and students and among actual examples of students' and teachers' work—is an important, and perhaps even an essential, part of training teachers for the complexities of teaching in today's classrooms. For this reason, we have created a valuable, time-saving website—MyEducationLab—that provides you with the context of real classrooms and artifacts that research on teacher education tells us is so important. The authentic in-class video footage, interactive skill-building exercises, and other resources available on MyEducationLab offer you a uniquely valuable teacher education tool.

MyEducationLab is easy to use and integrate into both your assignments and your courses. Wherever you see the MyEducationLab logo in the margins or elsewhere in the text, follow the simple instructions to access the videos, strategies, cases, and artifacts associated with these assignments, activities, and learning units on MyEducationLab. MyEducationLab is organized topically to enhance the coverage of the core concepts discussed in the chapters of your book. For each topic on the course you will find most or all of the following resources:

Connection to National Standards Now it is easier than ever to see how your course work is connected to national standards. In each topic of MyEducationLab you will find intended learning outcomes connected to the appropriate national standards for your course. All of the *Assignments and Activities* and all of the *Building Teaching Skills and Dispositions* in MyEducationLab are mapped to the appropriate national standards and learning outcomes as well.

Assignments and Activities Designed to save instructors preparation time, these assignable exercises show concepts in action (through videos, cases, or student and teacher artifacts) and then offer thought-provoking questions that probe your understanding of these concepts or strategies. (Feedback for these assignments is available to the instructor.)

Building Teaching Skills and Dispositions These learning units help you practice and strengthen skills that are essential to quality teaching. First you are presented with the core skill or concept and then given an opportunity to practice your understanding of this concept multiple times by watching video footage (or interacting with other media) and then critically analyzing the strategy or skill presented.

¹ Darling-Hammond, L., & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world*. San Francisco: John Wiley & Sons.

IRIS Center Resources The IRIS Center at Vanderbilt University (<http://iris.peabody.vanderbilt.edu>)—funded by the U.S. Department of Education’s Office of Special Education Programs (OSEP)—develops training enhancement materials for preservice and in-service teachers. The center works with experts from across the country to create challenge-based interactive modules, case study units, and podcasts that provide research-validated information about working with students in inclusive settings. On your MyEducationLab course we have integrated this content where appropriate to enhance the content coverage in your book.

General Resources on Your MyEducationLab Course The *Resources* section on your MyEducationLab course is designed to help you pass your licensure exam, put together an effective portfolio and lesson plan, prepare for and navigate the first year of your teaching career, and understand key educational standards, policies, and laws. This section includes:

- *Licensure Exams*: Access guidelines for passing the Praxis exam. The *Practice Test Exam* includes practice questions, *Case Histories*, and *Video Case Studies*.
- *Portfolio Builder and Lesson Plan Builder*: Create, update, and share portfolios and lesson plans.
- *Preparing a Portfolio*: Access guidelines for creating a high-quality teaching portfolio that will allow you to practice effective lesson planning.
- *Licensure and Standards*: Link to state licensure standards, national health and education standards, and early childhood education standards.
- *Beginning Your Career*: Educate yourself—access tips, advice, and valuable information on:
 - *Resume Writing and Interviewing*: Expert advice on how to write impressive resumes and prepare for job interviews.
 - *Your First Year of Teaching*: Practical tips to set up your classroom, manage student behavior, and learn to more easily organize for instruction and assessment.
 - *Law and Public Policies*: Specific directives and requirements you need to understand under the No Child Left Behind Act and the Individuals with Disabilities Education Improvement Act of 2004.

Study Plan A MyEducationLab Study Plan is a multiple-choice assessment tied to chapter objectives, supported by study material. A well-designed Study Plan offers multiple opportunities to fully master required course content as identified by the objectives in each chapter:

- *Chapter Objectives* identify the learning outcomes for the chapter and give you targets to shoot for as you read and study.
- *Multiple-Choice Assessments* assess mastery of the content (tied to each chapter objective) by allowing you to take the multiple-choice quiz as many times as needed. Not only do these quizzes provide overall scores for each objective, they also explain why responses to particular items are correct or incorrect.
- *Study Material: Review, Practice, and Enrichment* gives you a deeper understanding of what you do and do not know related to chapter content. This can be accessed through the *Multiple-Choice Assessment* (after you take a quiz, you receive information regarding the chapter content on which you still need practice and review) or through a self-directed method of study. This material includes text excerpts, activities that include hints and feedback, and media assets (video, simulations, cases, etc.).
- *Flash Cards* help you study the definitions of the key terms within each chapter.

Visit www.myeducationlab.com for a demonstration of this exciting new online teaching resource.



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**STANDARD 2: BUILDING
FAMILY AND COMMUNITY
RELATIONSHIPS**
(continued)

2c. Involving families and
communities in their chil-
dren's development and
learning

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**STANDARD 3: OBSERVING,
DOCUMENTING, AND
ASSESSING TO SUPPORT
YOUNG CHILDREN AND
FAMILIES**

3a. Understanding the goals,
benefits, and uses of
assessment
3b. Knowing about assessment
partnerships with families
and with professional col-
leagues
3c. Knowing about and using
observation, documenta-
tion, and other appropriate
assessment tools and
approaches
3d. Understanding and prac-
ticing responsible assess-
ment to promote positive
outcomes for each child

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**STANDARD 4: USING
DEVELOPMENTALLY EFFECTIVE
APPROACHES TO CONNECT
WITH CHILDREN AND FAMILIES**

4a. Understanding positive
relationships and support-
ive interactions as the
foundation of their work
with children
4b. Knowing and understand-
ing effective strategies and
tools for early education
4c. Using a broad repertoire of
developmentally appropri-
ate teaching/learning
approaches
4d. Reflecting on their own
practice to promote posi-
tive outcomes for each
child

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