



School Ready Libraries

Module 2: Physical Well-Being and Social Emotional Development

Learning and development follow sequences

Sequence – refers to typical patterns of development. Consider sequence when you are looking at what children should be able to do next.

For example: If you have children who are crawling then you will want to provide an environment for them to be able to pull up on objects and start practicing standing skills to learn to walk.



Development and learning proceed at varying rates

Rate – refers to a time frame in which a child develops a certain skill

Considering rates of development can serve as red flags for developmental delays. Looking at typical rates of development can help parents and caregivers consider where a child is in their development and consider if there is a need for screening to determine needs.

Development and learning result from an interaction of maturation and experience

Development of new skills depends on the body being physically able and the opportunity to practice skills.

Activities to consider for young children should include some opportunities that allow children to practice skills. These can be introduced even when a child might not be physically ready.

- For example: You can have a group of children working together on an activity to promote small muscle development in the hands. Children will have different levels of maturation but can still be exposed to the same types of experiences. Children can participate together in “cutting” activities with some tearing up paper, some learning to hold and snip with scissors, and some cutting at a proficient level.

Children develop best when they have secure relationships

Children need to feel secure to try new things and explore their environment. Promote fun in your storytimes.

This can be as easy as including some “nonsense” in your interactions with children. Children like to laugh at silly words or ideas. Laughing together helps children feel like part of the group.

Why should we encourage play?

Play is an important vehicle for developing self-regulation and promoting language, cognition, and social competence.

Play promotes learning and development in all areas

Check out this resource to share with caregivers: **10 Things Every Parent Should Know about Play**

<https://families.naeyc.org/learning-and-development/child-development/10-things-every-parent-should-know-about-play>

School Readiness in Kentucky

School readiness means that each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success and ability to be

Ready to Grow

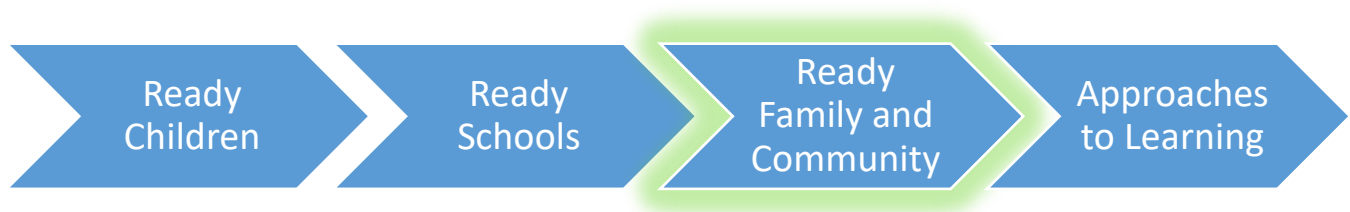
Ready to Learn

Ready to Succeed

Kentucky law for kindergarten entry has changed. Beginning with the 2017-18 school year, all children must be age 5 before August 1. The previous cut-off date was October 1.

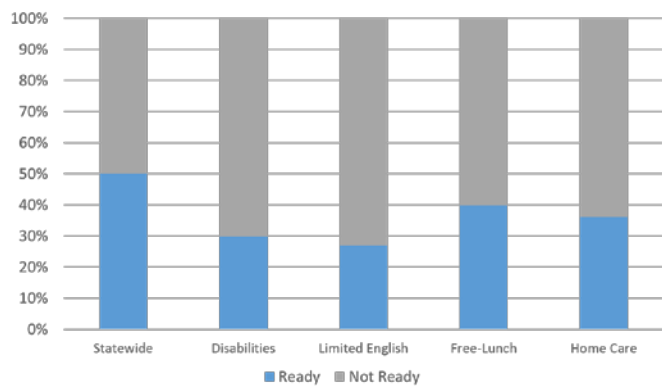
From: <http://kidsnow.ky.gov/School%20Readiness/Documents/school%20readiness%20definition%20new.pdf>

Dimensions of School Readiness Where do the Public Libraries Fit?



Kentucky Stats for School Readiness 2016-17

- Have not changed much since they have started collecting information on Kindergarten Readiness
- About 50.1 % of all students are ready
- Some of our most at-risk children
 - 29.7 % of students with disabilities
 - 26.9 % of children with limited English proficiency
 - 39.8 % of children who qualify for free-reduced price meals
 - 36.1 % of children in home care



From: <http://openhouse.education.ky.gov/Data/update?view= KindergartenReadiness>

Child Trends Data Bank Indicator: Site to explore to look at school readiness indicators used in other states and articles about disparities across different populations of children.

<http://www.childtrends.org/indicators/early-school-readiness/>

ACTIVITY: Take some time to consider what you think makes a child school ready. Then read the following article - “The New Preschool System is Crushing Kids and Making Them Hate Learning” <http://www.wakingtimes.com/2016/04/09/the-new-preschool-system-is-crushing-kids-and-making-them-hate-learning/>

After reading this:

- See if you can find similar articles that support or refute the ideas shared in this article.
- What are some things that you can share with caregivers based on this article? Note below

Kentucky’s Early Childhood Standards

Health Education/Mental Wellness (3s and 4s)

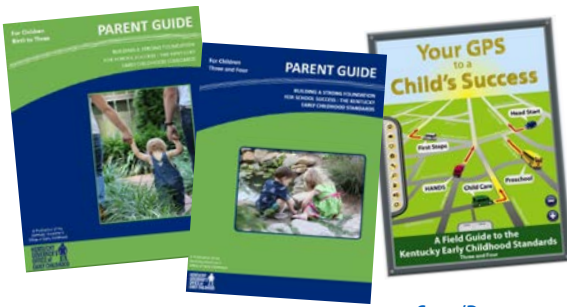
Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments

Benchmark 1.1: Demonstrates independent behavior.

Benchmark 1.2: Shows social cooperation.

Benchmark 1.3: Applies social problem solving skills.

Resources for the KY Early Learning Standards



- Kentucky Early Learning Standards: <http://kidsnow.ky.gov/School%20Readiness/Pages/Early-Childhood-Standards-2013.aspx>
- Parent Guides: <http://kidsnow.ky.gov/engaging-families/Pages/Parent-Guides.aspx>
- GPS Birth to 3: <http://kidsnow.ky.gov/Improving-Early-Care/Documents/Field%20Guide%20Birth%20to%20Three.pdf>
- GPS 3 to 4: <http://kidsnow.ky.gov/Improving-Early-Care/Documents/Field%20Guide%20Three%20to%20Four.pdf>

Early Literacy Asides

Aside – Technique used during storytimes to give adults information to support the growth and development of their young child.

To explore and get more information about Asides, take a look at the video provided below.

<https://www.youtube.com/watch?v=92li7seTiAg>

“All Three Early Literacy Asides” Video

Notes:

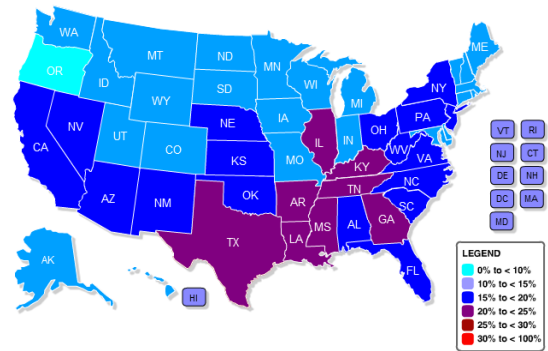
Physical Well-Being / Health & Physical Activity

- Health and Physical Activity
- Motor Development

KY has the 5th highest rate of obesity in the nation

For more information about obesity in KY go to
<http://chfs.ky.gov/dms/hi/obesity.htm>

More information about obesity and the growing brain
<http://www.apa.org/monitor/2016/06/obesity-brain.aspx>



Obesity and Impact on the Developing Brain

Notes:

5-2-1-0 Healthy Numbers for Kentucky Families

This focuses on sharing information to help make children (and adults in their lives) more healthy.

This includes a focus on **5** or more servings of fruit and vegetables each day.

2 or fewer hours of screen time – so children are moving around more and engaging with other things in the environment

At least **1** hour of physical activity

And **0** sweetened (high sugar) beverages.

Resources are available at:

<http://chfs.ky.gov/dph/mch/hp/5210/default.htm>

Additional 5-2-1-0 Information [School Ready Libraries Link Up:](#)
[Introduction to Nemours and Partnership for a Fit Kentucky](#)

Notes:



Motor Development Theories

Theorist	Theory	What the theory states
Arnold Gesell	Maturational Model	Motor development occurs through maturation of the nervous system. There is a focus on motor milestones, average age when a child will achieve a motor skill.
Jean Piaget	Stages of Development: Perceptual Motor Model	Children progress through stages beginning with focus on sensori-motor. Motor behaviors support exploration of the environment and are crucial to learning.

Motor Development Video: <https://www.youtube.com/watch?v=3BZe8s5blqw>

Motor Development Stages

- ❖ Reflexes – Involuntary movements that are performed without conscious thought.
- ❖ Pre-locomotor – Skills include raising your head, rolling, creeping, crawling
- ❖ Locomotor – Walking
- ❖ Fundamental Movement – Skills include running, jumping, hopping, pedaling, climbing
- ❖ Specific Skills Stage – Putting together all of the skills that have been mastered and using these in sports

Physical Development Terms to Remember

Patterns of Development

- Cephalocaudal - head to toe
\,sef-ə-lō-'kōd-ə\
- Proximodistal - near to far (trunk to outer limbs)

Gross Motor – large muscles

Fine Motor – small muscle

Sensory-perceptual – Information that comes through the senses

Inclusion: “Giving Every Child Opportunity”

Natural Environments – settings that are typical for same aged children without a disability

Resource to Explore: Resources Within Reason: The Evidence for Inclusion from Frank Porter Graham Child Development Institute

<http://fpg.unc.edu/resources/resources-within-reason-evidence-inclusion>

National Inclusion Project: <http://www.inclusionproject.org/>

Importance of Motor Movement

Movement is important for **all** children.

Resource: <https://www.iidc.indiana.edu/pages/The-Value-of-Movement-Activities-for-Young-Children>

Gross Motor Skills

Keeping Children Active Indoors:

<http://articles.extension.org/pages/25585/keeping-children-active-indoors>

Indoor Recess Games: <http://www.pre-kpages.com/indoor-recess-games-and-activities-for-preschoolers/>

Ideas to Promote Motor Development::

Fine/Small Motor Skills

Elmer's Let's Bond Fine Motor Support for School Readiness:

<https://www.youtube.com/watch?v=Eca05hlzb9k>

40 Fine Motor Skill Activities:

<http://theimaginationtree.com/2013/09/40-fine-motor-skills-activities-for-kids.html>

ACTIVITY: What is an aside that you could share with parents?

- How do the motor skills you are practicing help children become better prepared for school?
- What are the later skills that these activities are supporting? Note in the space below.

Link between motor and social/emotional development

Resource: <http://ehlt.flinders.edu.au/education/DLiT/2000/Motor%20Dev/social.htm>

Theories of Social Development

Theorist	Theory	What the theory states
Jean Piaget	Constructivist	Social knowledge is acquired much like other knowledge - active involvement with the environment
B.F. Skinner	Operant Conditioning	Children learn social behavior through reinforcement – how they are responded to after their actions
Albert Bandura	Social Learning	Social knowledge is gained through observation and modeling of behavior.
Lev Vygotsky	Social Development	Adults are the key to learning as they provide the social knowledge.
Erik Erikson	Psychosocial	Stages of development are defined by a conflict that then leads to growth

Approaches to Learning

“A more intense focus on academics at an early age, repetitive teaching methods, and subjugation of children to the same insipid tasks year after year is killing their enthusiasm for learning.”

Approaches to Learning

- Curiosity
- Initiative
- Motivation
- Engagement
- Persistence
- Adapting to new situations

ACTIVITY: Do a web search of the term “approaches to learning.”

What are some things that you could share with caregivers based on this to help them understand the importance of approaches to learning? Note in the space below.

What is included in Social/Emotional Development

Development of trust	Demonstrating independent behavior
Social relationships	Showing social cooperation
Attachment	Developing problem solving skills
Recognizing and controlling emotions	Learning rules

Self – Regulation

Self-regulation is the ability to recognize your own emotions and be able to control your own behavior.

Sesame Street resource <http://www.sesameworkshop.org/season44/about-the-show/curriculum/>

Executive Function

Executive function refers to the mental process that enables a person to plan, focus attention, remember instructions, and juggle multiple tasks successfully. From: <http://developingchild.harvard.edu/science/key-concepts/executive-function/>

How Can We Support Executive Function Skills in Children

- Adults in the child's life are important to consider when thinking about how children will develop social/emotional skills
- Video: development of adult in children's life – executive function: https://www.youtube.com/watch?v=urU-a_Fs5Y Make your notes in the space below.

STREAM

Resource: <https://drjuliejg.files.wordpress.com/2015/03/developmentally-appropriate-stem-stream.pdf>

- **Science** – inquiry, prediction, observation, questioning
- **Technology** – production, research, making things work
- **Relationships – interactions with others, development of trust**
- **Engineering** – building, invention, problem solving
- **Art** – design, expression, planning, organization
- **Math** – logic, reasoning, understanding patterns, measurement and sequence

Share Some Social Emotional Resources

- Take some time to explore resources from Zero to Three: <https://www.zerotothree.org/resources/series/developing-social-emotional-skills>
- 5 Things to Know about Mental Wellness in Early Childhood <http://www.childtrends.org/child-trends-5/5-things-to-know-about-mental-wellness-in-early-childhood/>

What are some things that you can share with parents to do with their children? Note in the space below.

Intentional Teaching

Intentional Teaching – Engaging children; having a plan for what you want children to get from your activities

"Intentional Teaching" - <http://www.childcareexchange.com/video-3/>

Resource List

ALSC Competencies for Librarians Serving Children in Public Libraries

<http://www.ala.org/alsc/sites/ala.org.alsc/files/content/edcareers/alscorecomps/competenciessept09color.pdf>

Core Content – Competencies that practitioners need to effectively work with young children

<https://www.kentuckypartnership.org/docs/default-source/trainer-credential/kentucky-early-childhood-core-content.pdf>

KY Teacher Standards for Interdisciplinary Early Childhood Teachers - Competencies to become certified to teach children from Birth to Primary <http://www.kyepsb.net/teacherprep/iecestandards.asp>

10 Things Every Parent Should Know about Play <https://families.naeyc.org/learning-and-development/child-development/10-things-every-parent-should-know-about-play>

Zero to Three Brain Development information <https://www.zerotothree.org/early-development/brain-development>

NAEYC Developmentally Appropriate Practice <http://www.naeyc.org/DAP>

Kentucky Early Learning Standards: <http://kidsnow.ky.gov/School%20Readiness/Pages/Early-Childhood-Standards-2013.aspx>

Learn the Signs. Act Early. Developmental Milestones: <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>

Kindergarten Readiness Summary (KDE): <http://openhouse.education.ky.gov/Data/update?view= KindergartenReadiness>

Physical Well-Being

Why Motor Skills Matter: <https://www.naeyc.org/files/yc/file/200807/BTJLearningLeapsBounds.pdf>

Play Activities to Encourage Motor Development in Child Care: <http://articles.extension.org/pages/25802/play-activities-to-encourage-motor-development-in-child-care>

Fine motor skills and executive function both contribute to kindergarten achievement:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3399936/>

Social Emotional Development

Social Emotional Development: <http://www.cde.ca.gov/SP/CD/RE/itf09socemodev.asp>

Developing Young Children's Self-Regulation through Everyday Experiences: NAEYC article-

https://www.naeyc.org/files/yc/file/201107/Self-Regulation_Florez_OnlineJuly2011.pdf

15 Must-Have Social-Emotional Books for the Classroom: <https://www.weareteachers.com/15-must-have-picture-books-for-teaching-social-emotional-skills/>

Bright Futures Family Materials (includes free resources focused on social/emotional well-being, health, and nutrition:

<https://www.brightfutures.org/familymaterials.html>

5 Things to Know about Mental Wellness in Early Childhood: <https://www.childtrends.org/child-trends-5/5-things-to-know-about-mental-wellness-in-early-childhood/>

Thank you for completing this online module!

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Thank you to IMLS!



This project was made possible in part by the Institute of Museum and Library Services (IMLS) grant number RE-06-15-0077-15, under federal funding to the Kentucky Department for Libraries and Archives. The Institute of Museum and Library Services is the primary source of federal support for the nation's 123,000 libraries and 35,000 museums. Our mission is to inspire libraries and museums to advance innovation, lifelong learning, and cultural and civic engagement. Our grant making, policy development, and research help libraries and museums deliver valuable services that make it possible for communities and individuals to thrive. To learn more, visit www.imls.gov and follow IMLS on [Facebook](#) and [Twitter](#).



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