



School Ready Libraries

Module 1: Cognitive Development

Focus on the early years: Brain Development

Birth to three is critical period of brain development



Brain at birth is about ____% the size of adult brain

By age three the brain is approximately ____% the size of adult brain

At birth about 25% of the neurons are networked – the rest get networked through _____ and genetic factors

An **aside** is an **intentional tip** that articulates to adults the connection between what is done in storytimes and the skills used in reading. Example Aside: <https://youtu.be/kvnbeBcdFal>

Library as Community Partner in Brain Development

A valuable support for parents and caregivers

- sharing knowledge about their child's _____
- modeling appropriate _____ with young children
- helping to alleviate some _____

Sample Responses to Model Appropriate Behavior

Asides related to Early Childhood Development

- _____ **aside**: One of the activities that helps to develop children’s thinking is problem solving. By giving children time to think of ways they might solve a problem, we encourage their imagination and abstract thinking. I’ll be pointing out some things in today’s storytime that support problem solving.
- _____ **aside**: Book Oh No, George by Chris Haughton.. This book lends itself well to discussion with your preschoolers. What might they do when something is hard to resist? How might they solve the problem?
- _____ **aside**: Play is a key way for children to learn about language and to think of different ways to solve problems, whether it is trying to build a tall tower with blocks, or role playing what happens when they are feeling bullied. Helping children think through problems, rather than just giving them an answer, helps to develop their cognitive thinking.

“Reading to your child can help build their brain” is an example of an _____ aside.

From STEP into Storytime book <https://www.alastore.ala.org/detail.aspx?ID=10982>

Saroj Ghoting website: <http://www.earlylit.net/>

Child Development: Developmentally Appropriate Practice



This focus looks at what is appropriate for young children based on their age and stage of development – so what activities should I be doing – how do I interact with the child to promote optimum development. Remember: What works for one child may not always work for another

Learning takes place in _____ and _____ of the environment: <https://www.naeyc.org/DAP>

One of NAEYC's 12 Principles of Child Development and Learning states: _____ is an important vehicle for developing self-regulation and promoting language, cognition, and social competence.

3 Core Considerations and 12 Principles of Child Development:

Inclusion - DAP works for all children

Natural environments – settings that are natural/typical for same aged children without a disability.

Developmentally Appropriate Practices look at what is appropriate for young children based on their _____ and _____ of development.

Part C of the Individuals with Disabilities Education Act (IDEA) requires that eligible infants and toddlers with disabilities receive needed early intervention services in natural environments to the maximum extent appropriate.

_____ is the practice of serving children with and without disabilities in the same environments.

Video on inclusion: https://www.youtube.com/watch?v=x8TnKi_YbIQ



Photo Credit: Child Development Centers of the Bluegrass

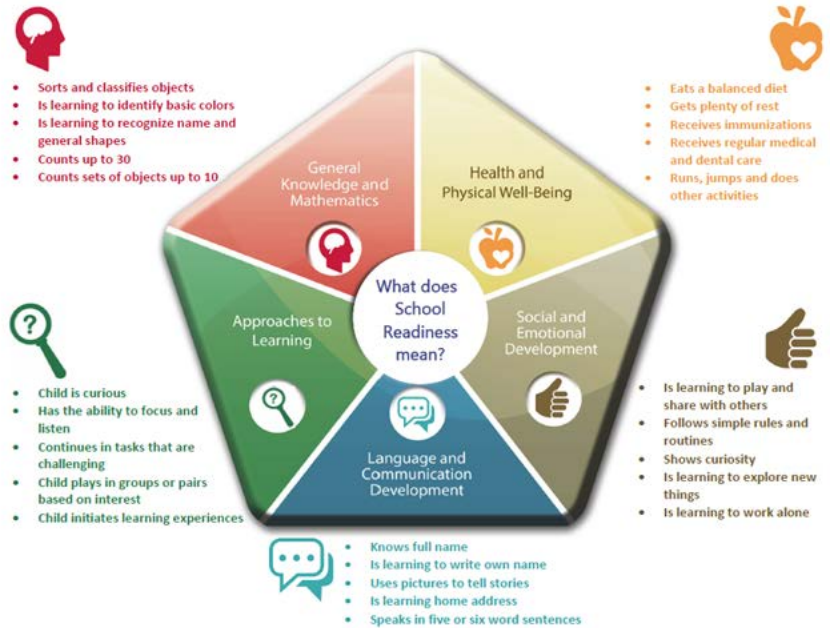
School Readiness in Kentucky

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



From: <http://kidsnow.ky.gov/School%20Readiness/Pages/default.aspx>

Kentucky’s school readiness data indicates that children who stay at home score _____ average on the Kindergarten readiness screener.

The four dimensions of school readiness adopted by KY include: ready children, ready _____, ready family and _____, and approaches to learning.

According to Kentucky’s school readiness screener, only about _____% of all children are ready to enter Kindergarten.

Ready families and communities – this is looking at the supports that are available in the community and how these supports help the family and the child. The focus is on the involvement of families in their child’s early development, collaborations with child care, economic stability and safety of families, and the supports in the community to help families and children. This is an area where the libraries fit in and need to be tapped into as a partner in school readiness.



Kindergarten Readiness by Group

Group	Number Tested	Kindergarten Ready
All Students	46,789	50.1%
Hispanic	3,362	27.7%
Limited English Proficiency	2,788	26%
Free/Reduced Price Meals	29,840	39.7%
Students with Disabilities	6,076	31.1%

Setting	Number Tested	Kindergarten Ready
State funded Preschool	16,559	48.1%
Head Start	6,603	45.8%
Child Care	10,673	70.1%
Home	12,618	36.2%
Other	6,076	31.1%
Unknown	1,947	41.1%

Source: Governor's Office of Early Childhood <http://kidsnow.ky.gov>

Cognitive Development

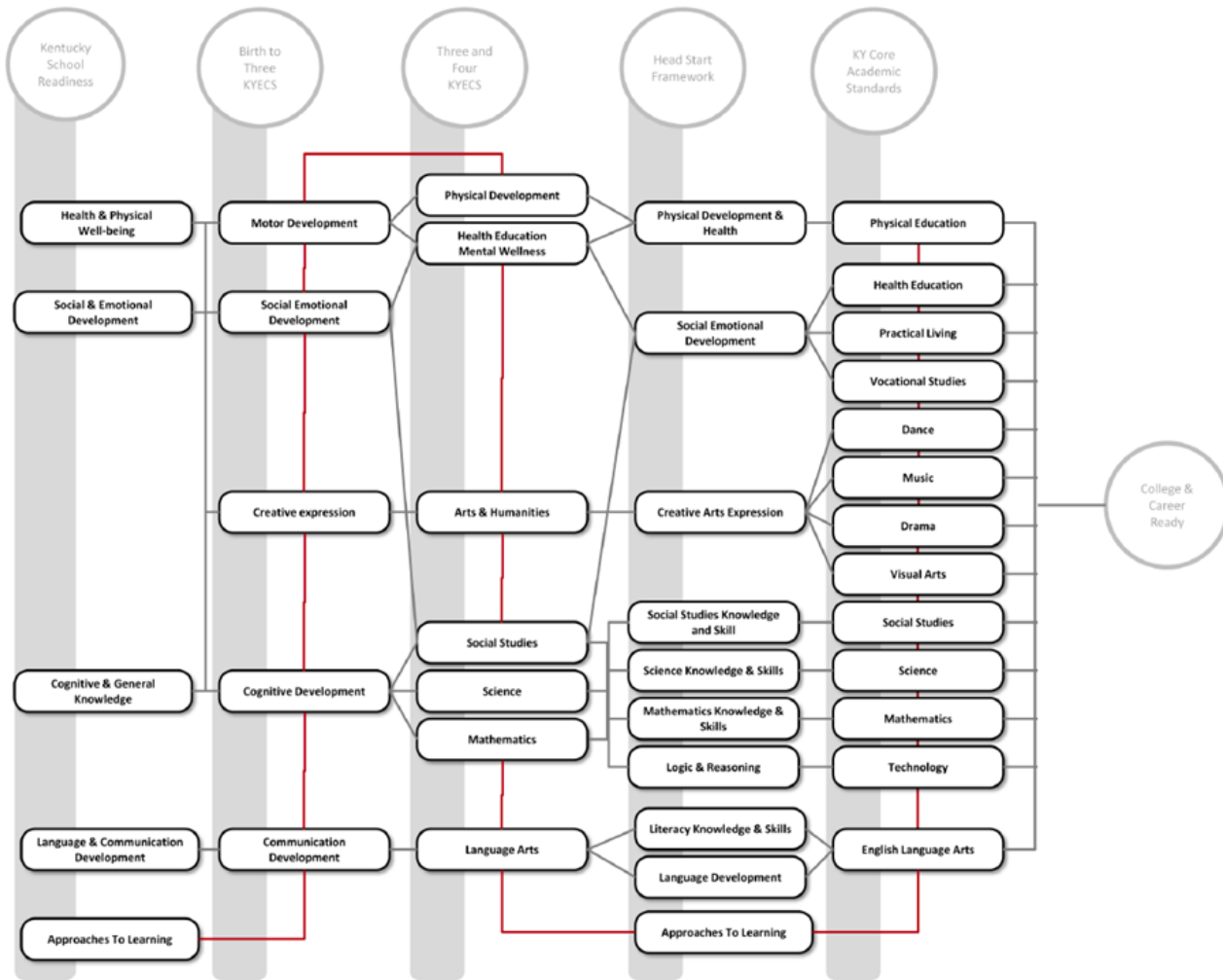
Cognition is the process of inquiring intelligence and the construction of thought processes: how we problem solve, remember and make decisions and this occurs from childhood to adulthood.

If it's related to _____, it's considered **cognitive**.

Cognitive Theorists

Theorist	Theory	What the theory states
Jean Piaget	Stages of _____	Children progress through stages beginning with focus on sensori-motor
B. F. Skinner	_____ Conditioning	Children learn about the world through reinforcement of their behaviors
Lev Vygotsky	_____ Development Theory	Adults are the key to learning as they provide the social culture

Kentucky's Early Childhood Standards



COGNITIVE (BIRTH TO 3)

Standard: Explores the _____ to gain information.

Curiosity, respond, recall, recognize

MATHEMATICS (3S AND 4S)

Standard: Demonstrates general skills and uses concepts of mathematics

Counting, spatial awareness, comparison, patterning, measuring

SCIENCE (3S AND 4S)

Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity).

Manipulation, investigation, prediction

SOCIAL STUDIES (3S AND 4S)

Standard: Demonstrates basic understanding of the world in which he/she lives.

Knowledge of past, present and future, economic concepts

STEAM

Science – inquiry, prediction, observation, questioning

Technology – production, research, making things work

Engineering – building, invention, problem solving

_____ –design, expression, planning, organization

Math – logic, reasoning, understanding patterns, measurement and sequence

What do these look like for young children? <https://www.youtube.com/watch?v=HglYz0h2n2E>

Creative Arts – Standards

Standard: Demonstrates interest and participates in various forms of creative expression.

Visual arts, movement/dance, music, and play/drama

Arts and Humanities (3s and 4s)

Standard: Participates and shows interest in a variety of visual art, dance, music, and drama experiences.

Children’s Developmental Benchmarks and Stages: <http://journal.naeyc.org/btj/200407/ArtsEducationPartnership.pdf>



Photo Credit: Pixabay.com

Approaches to Learning

Children’s experiences shape their motivation and approaches to learning.

Curiosity

Engagement

Initiative

Persistence

Motivation

Adapting to new situations

School Readiness for Infants and Toddlers

Relationships and experiences are the primary ways development occurs.

Development and learning occur in multiple systems or contexts, including the family, early care and education programs, and broader culture.

Birth to age 3 is a distinct developmental period that is the foundation for later development.

Working with the Child and the Family to support cognitive development

Important Cognitive Concepts Include:

- Information processing – attention and memory
- Imitation
- Pretend Play

Stay at home children – Not in formal child care setting

Make sure that you explain concept when you share an activity or aside.

Emphasize importance of interactions with young children

Children with Disabilities

Focus on all children and help families learn that children develop at different rates but children are more alike than different

Working with the Child and the Family to support cognitive development

There are some supporting documents like the parent guide and Your GPS to a Child's Success that can help you in thinking of activities to do with young children and things to share as asides or handouts to parents. These are great resources for you as you are planning what you want to share with caregivers. These documents have examples of activities to do with young children. You can adapt or use suggestions to share through asides and activity cards or handouts to share with parents and to plan your own activities to include in storytime.



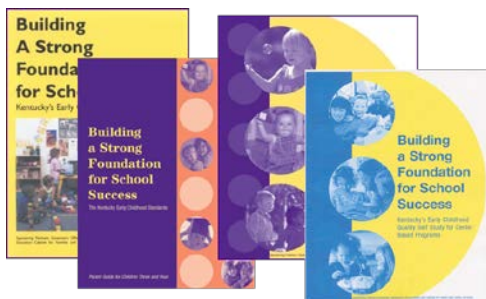
Photo Credit: Henry County Public Library



Photo Credit: Child Development Center of the Bluegrass



Photo Credit: Microsoft Office



<http://kidsnow.ky.gov/Improving-Early-Care/Documents/Field%20Guide%20Three%20to%20Four.pdf>
(GPS 3 and 4)

<http://kidsnow.ky.gov/Improving-Early-Care/Documents/Field%20Guide%20Birth%20to%20Three.pdf>
(GPS birth to 3)

<http://kidsnow.ky.gov/engaging-families/Pages/Parent-Guides.aspx>

Thank you for completing this online module!

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