



What you will learn about Preschooler Development

QRIS Indicator for Step 2 Child Growth, Development, and Learning: Initial Environment Rating Scale (ERS) assessment supports improvement of health and safety, positive relationships, & a wide variety of learning opportunities.

QRIS Indicator for Step 2 Staffing and Professional Development: Director and teachers complete Essential Training 1 or have a minimum of a CDA or 12 ECE credits.

ESSENTIAL KNOWLEDGE: PRESCHOOLERS' PHYSICAL DEVELOPMENT IS EVIDENCED BY THEIR GROSS MOTOR MILESTONES.

Provide adult supervision and guidance for children's health and safety.

Promote trust, security, and exploration through nurturing relationship and safe, consistent, and stimulating environments.

(ELeG, Essential Practices, Health and Safety)

Engage and play with children; supporting and encouraging their exploration.

Use supportive verbal, visual, and physical cues in interactions and activities.

(ELeG, Essential Practices, Interaction and Activities)

The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes the facilities, equipment, and materials, to facilitate child and staff learning and development. (NAEYC Accreditation Standards, Physical Environment)

What does this look like in practice?

1. Provide safe equipment and environments that vary in skill levels (tricycles, tires, hoops, balls, balance beam, and climbing equipment).
2. Teach child new skills (skip, throw overhand, jump rope, hula hoop, swim).
3. Provide a variety of daily opportunities for the child to engage in noncompetitive physical activities.
4. Provide at least 60 minutes of unstructured physical activities each day.
5. Provide balance between stimulating and restful activities.

ESSENTIAL KNOWLEDGE: PRESCHOOLERS' FINE MOTOR DEVELOPMENT CAN BE OBSERVED IN THEIR INCREASING SELF-HELP SKILLS, DRAWING SKILLS, AND EMERGING WRITING SKILLS.

Use supportive verbal, visual, and physical cues in interactions and activities.

If the child needs extra support, simplify complicated tasks by breaking them into smaller parts or reducing the number of steps.

(ELeG, Essential Practices, Interaction and Activities)

What does this look like in practice?

1. Provide opportunities, materials, and supervision for child to participate in a broad range of fine motor activities: tying, buttoning, and beading, variety of writing and art supplies, scissors, playdough, etc.
2. Modify activities or provide adaptive equipment to ensure successful involvement for all children.
3. Describe child's efforts as they practice new skills (regardless of outcome or product) rather than offering empty praise.

ESSENTIAL KNOWLEDGE: PROPER NUTRITION AND SLEEP PRACTICES CONTINUE TO PLAY A CRITICAL ROLE IN PRESCHOOLER'S PHYSICAL DEVELOPMENT.

Children have access to nutritious foods and feeding strategies that promote children's optimal health and development. (ELeG, Essential Practice, Health and Safety)

The program promotes the nutrition and health of children and protects children and staff from illness and injury. (NAEYC, Accreditation Standards, Health)

What does this look like in practice?

1. Food is offered at least every 3 hours so that children's hunger does not overwhelm their ability to self-regulate food intake.
2. A variety (textures, shapes, temperatures, sizes, and colors) of nutritious foods are provided.
3. Children are not forced to eat.
4. Help child recognize personal signs of fatigue and need for rest, including the opportunity to do so.

ESSENTIAL KNOWLEDGE: INITIATIVE AND SELF-CONCEPT ARE PRESCHOOLERS' SOCIAL EMOTIONAL DEVELOPMENTAL TASKS.

Provide continued acknowledgements in ways that reflect children's cultural beliefs and traditions so that all children feel valued. Support a sense of competence. (ELeG, Essential Practice, Cultural Context)

The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive. (NAEYC Accreditation Standard, Curriculum)

What does this look like in practice?

1. Acknowledge child's accomplishments.
2. Encourage child to experiment with growing competence and individuality by providing child opportunities to make choices or decisions.
3. Demonstrate and explain appropriate behavior for different settings.
4. Promote a sense of community and interdependence within groups (cleanup or meal preparation).
5. Give children time to solve own problems before intervening.
6. Build problem solving skills by engaging children to make decisions and find solutions.

ESSENTIAL KNOWLEDGE: INCREASED PLAY SKILLS BRING THE OPPORTUNITY FOR SOCIAL INTERACTION AND DEVELOPMENT OF FRIENDSHIPS. HELP CHILDREN LEARN TO ACCEPT, UNDERSTAND, AND MANAGE THEIR EMOTIONS.

Encourage child to play and form relationships with other children. (ELeG, Essential Practice, Interaction and Activities)

The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive. (NAEYC Accreditation Standard, Curriculum)

The program promotes positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as part of a community and to foster each child's ability to contribute as a responsible community member. (NAEYC, Accreditation Standards, Relationships)

What does this look like in practice?

1. Provide opportunities for child to engage in a variety of activities with peers.
2. Read books and stories about children in cooperative situations and successful conflict resolution.
3. Help child join other children in ongoing play.
4. Facilitate play communication among children of different ability level, and linguistic and cultural backgrounds.
5. Adaptations to the curriculum or environment, adaptive equipment, or assistive technology are utilized to support children of all abilities to interact with peers.

ESSENTIAL KNOWLEDGE: CHILDREN MAY DISPLAY BOTH PRO-SOCIAL AND ANTI-SOCIAL BEHAVIOR. PRO-SOCIAL BEHAVIORS SUPPORT FRIENDSHIP DEVELOPMENT. ANTI-SOCIAL BEHAVIOR IS OFTEN CHARACTERIZED BY VERBAL AND PHYSICAL AGGRESSION.

Help children learn to accept, understand, and manage their emotions.

Model and teach conflict resolution and problem solving skills.

(ELeG, Essential Practice, Problem- Solving Skills)

The program promotes positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as part of a community and to foster each child's ability to contribute as a responsible community member. (NAEYC, Accreditation Standards, Relationships)

What does this look like in practice?

1. Activities are provided that allow children to negotiate social conflicts.
2. Providers build problem solving skills by engaging children in conversations to make decisions and find solutions.
3. Language to use when in conflict is modeled for children.
4. Providers anticipate and provide guidance when child needs assistance regulating emotions.
5. Expression of emotions are never stereotyped.
6. Children are acknowledged for expressing and regulating feelings.

ESSENTIAL KNOWLEDGE: SIGNIFICANT DEVELOPMENT IN LANGUAGE AND LITERACY OCCURS DURING THE PRESCHOOL YEARS.

Children are immersed in language and print-rich environments. (ELeG, Essential Practices, Interaction and Activities)

Providers incorporate teaching and learning strategies from children’s cultural background; and culturally specific knowledge in coordination with cognitive development. (ELeG, Essential Practice, Cultural Context)

The program uses developmentally, culturally, and linguistically appropriate and effective teach approaches that enhance each child’s learning and development in the context of the program’s curriculum goals. (NAEYC, Accreditation Standards, Teaching)

What does this look like in practice?

1. Provide child with pictures or other materials including familiar objects to stimulate talking and discussion.
2. Play games that require listening and understanding.
3. Provide English Language Learner or child learning any other language with opportunities to participate in and understand a second language without translation.
4. Encourage child to notice letters in their environment.
5. Encourage child to experiment and play with letters.
6. Point out letters and symbols in the environment.