

## ARTIFACT -2A

### Gender Equality In Play

If you are to make a classroom that is diverse in every way you must make it appealing to everyone that uses it. This may mean doing things a little differently than the typical way. Most children are ok with having the girls in the dramatic play area all dressed up in their princess dresses and high heels. Why not make it a castle and have outfits fitting for a prince? You could put on some ballroom music, or better yet a Disney sound track and let them dance the day away. In the block area the boys rule with cars making race car tracks and building garages to put them in. Getting out the sports page and reading about Danica Patrick to them will simply fix that. The same type of things can be done in the kitchen area. Most culinary experts are male. Just going to the library to pick out a few picture books of the male chefs and the boys will set up shop in the kitchen. As far as boys that play with dolls... we like to go on vacation in the classroom. The children decide where we're going and there needs to be a mom and a dad and several other family members to care for the babies. It is very odd these days to see children that feel like taking care of the babies is only for the women. Today's society is made up of the egalitarian type families. Even the children know that. Girls love using open ended materials to build with. They love wood working and anything that the boys can do they can do as well. Encouraging the children to work with a partner of the opposite sex is usually a good choice. Using the correct label for the occupations of the community is important when teaching the preschools of today. We now have police officers and mail persons instead of policemen or mailmen. All puppets in the classroom need to be of a variety so many cultures and both genders share equal representation. Adding community helper costumes to the dress

up area is a good way to share bi-gender play. We don't really have any pink toys in our preschools. Everything is pretty natural looking. There are a lot of toys that encourage play from both genders. ie: animals of all kinds, manipulatives, building materials, & creative art. I thought the article's idea about putting a doll house in the block area was a good idea and who wouldn't just love water and sponges in the play sink? Science is another area that everyone loves. To be honest there isn't one thing in our Pre-K room that I feels is gender specific. Even the little girls that dress all lacey and frilly love to play with the same things the boys play with. In the younger classrooms if the boys want to put on the tutus we let them. It won't last forever. They are exploring and that's their game!

## ARTIFACT – 2B

The article: Focusing on parent child interactions; the bridge to DAP.

Found in Early Childhood Special Education -Spring/92 Volume 12 Issue 1 p105.

The primary theorist and co-author is Gerald Mahoney

This article looks at the Early Childhood Education (ECE) model for learning and compares that to the Early Childhood Special Education (ECSE) model. It carries a proposal that there is insufficient evidence to claim that the ECSE model is essential to the development of disabled children; also stating the importance of parent and caregiver participation in ECE.

The ECE model is based on child directed instruction. This instruction involves children's choices and interests and is embedded into their play. On the other hand, the ECSE model is based on teacher directed activities and promotes the acquisition of specific developmental skills. Findings from this research provide a strong foundation for believing that the developmental capabilities and needs of children with disabilities can be addressed effectively within the framework of the ECE model. The ECE model looks at DAP to maximize children's opportunities to make choices. It values children's interests and emphasizes children's play and enjoyment. DAP de-emphasizes procedures that direct children to conform to teacher determined instructional activities and routines while the ECSE looks at DAP to be more teacher directed. It should include the development of specific and more individualized goals for the child and have designed learning activities to meet those specific goals.

The process of development with the ECE model relies on the children's understanding of their world. In the process of interacting with the world children discover and begin to recognize new

relationships and meaning. These discoveries are thought to be the factors that motivate children to perform at a higher level of developmental skills. For example, children are thought to be more effective communicators because they know or are able to pronounce a larger vocabulary of words.

The conflicting philosophies of ECE and ECSE present several problems that may be counterproductive to the inclusion of children with disabilities especially in preschool programs that go directly by the NAEYC standards. The DAP for ECE places the role of the adult to support child-initiated activities while the DAP for ECSE places the role of the adult to direct and guide the children into performing desired developmental activities. It appears that the inclusion of the children with disabilities into regular preschool classrooms would be counterproductive for both.

In examining the necessity of the ESCE model a substantial amount of research was done and is highly supportive of the ESCE model. Numerous studies indicate the relationships between instruction practices are the key to developmental milestones. Although there is little doubt the milestones are met, and the skills are formed it is still unclear that these procedures enhance the children's use of these skills.

Parental and caregiver influence on development is essential. At least four studies have been reported examining interactive influences on the development of children with disabilities. Gerald Mahoney and others examined patterns of interaction between 60 mothers and children with mental retardation that were between 12 and 36 months. Children with the lowest level of developmental functioning had Mothers whose interactive style was classified as

directive and teaching oriented. Children were more likely to have higher scores the more frequently their mothers vocalized, looked or smiled in a meaningful manner immediately following their children's behavior. In general, descriptive studies provide evidence that children with disabilities display higher levels of developmental functioning when their parents use interaction that a.) accepts the behaviors that children are able to do. b.) Is highly responsive to their interests. c.) Provided them with ample opportunity to exercise control over the activities in which they are involved.

In summary I believe that the ESCE model of learning is effective and should be utilized in a special education classroom to maximize the development of skills some children cannot attain on their own. However, in a child's home or in a family daycare setting these same children will benefit from being treated no differently than the other children. They should be able to use the skills attained with the ECSE model for free play as a DAP in their homes and daycare settings.

## ARTIFACT - 2C

This letter is one of the last assignments for ECE 103. The assignment is to write a letter to the parents of the children I care for discussing the changes I have made in my curriculum and program based on the information I have learned in this class.

Parents,

I have arranged the daycare into learning centers with labels on each area. Also, I have now labeled the clear totes with their contents including the prop boxes you so kindly supplied.

We have been doing weekly themes. For the last month we have covered one color per week and saturated each week with activities pertaining to that color. At the end of each week I have sent out an e-mail (including pictures) to each of the families covering the activities for that week and informing them of the upcoming week's color so they can participate by dressing their child in that color.

We are having daily circle time. We are learning new songs and talking about letters, numbers, colors, shapes, the days of the week, the month, the weather, and the pledge of allegiance to name just a few.

We are doing regular art activities according to our color of the week. We have used paints, play dough, markers, crayons, melted wax, fruit, flower petals, photos, plant life (flowers, grass, bark, etc...) and many other types of media as our tools for these artistic creations. I have informed each family to the importance of the process for this creativity and assured them that it is indeed the process not the product that enhances each child's artistic development.

I hope you are enjoying the new curriculum as much as the children and I are. I encourage your questions and comments about anything at any time.

Sincerely,

Lori Oliver