

Frog Street Infant Program

Program Features

- Uses **early brain development research** as the cornerstone of instruction.
- Provides **intentional activities** and support in five developmental domains; language, cognitive, social, emotional, and physical.
- Offers **child development tips and strategies** with each activity.
- Encourages **caregiver and child interactions** to develop rich oral language and vocabulary as well as strong social and emotional connections.
- Offers **age appropriate activities** to meet little ones' diverse needs and abilities.
- Provides materials and strategies for maintaining **healthy parent partnerships**.
- Provides **professional development** through relevant classroom scenarios.
- Includes **bilingual materials** and instruction.
- Embraces the **joy of learning** each day!

Cornerstones

- Early Brain Development Research (Stone, 2003, Sousa, 2005, 2008, Ramey, 1999)
 1. The brain of a three year old is two and half times more active than an adult.
 2. Experience wires the brain.
 3. Brain development is a complex interplay between genes and the environment.
 4. Relationships affect the wiring of the brain.
 5. Brain development is non-linear.
- Intentional Instruction (Epstein, 2007, Ramey, 1999)
 1. Development promoting activities for each domain
 2. Adaptations for age and ability levels
 3. Activities build from easier to more complex.
- Conscious Discipline™ (Bailey, 2001, 2011)
 1. Brain Smart Way to Start the Day
 2. Focus on social and emotional concepts and vocabulary; kind words, helpful hands, and using kind words.

Window	Wiring Opportunity	Greatest Enhancement
Emotional Intelligence Trust Impulse Control	0 - 48 months 0 - 14 months 16 - 48 months	4 years to puberty
Social Development Attachment Independence Cooperation	0 - 48 months 0 - 12 months 18 - 36 months 24 - 48 months	4 years to puberty
Thinking Skills Cause and Effect Problem-Solving	0 - 48 months 0 - 16 months 16 - 48 months	4 years to puberty
Motor Development	0 - 24 months	2 years to puberty
Language Development Early Sounds Vocabulary	0 - 24 months 4 - 8 months 0 - 24 months	2- 7 years 8 months to puberty 2- 5 years

Program Components

Welcome Guide

264 Activity Cards

Activity Cards

- 0-3 months: 40 cards (10 cards per domain)
- 3-6 months: 40 cards (10 cards per domain)
- 6-12 months: 80 cards (20 cards per domain)
- 12-18 months: 104 cards (26 cards per domain)

10 Folding Photo Sleeves (to hold domain activity cards)

Lily Puppet

16 Board Books

24 Infant Photo Cards (Body Parts, Toys, Animals, Foods, Clothes)

Photo Card Holder and Mirror Easel

3 CDs

- Frog Street Baby Songs* (in English and Spanish)
- Frog Street Baby Games* (English only)

Manipulatives

- Easy-grip ball
- Music makers (bells, rattles, tambourines)
- Pocket Cube
- Two Peeper Puppets
- Bean Bags

Caregiver Components

- 12 (11" x 17") full-color wall posters for classroom display (English one side/Spanish other)
- 24 reproducible parent cards (also available in Spanish)
- Developmental checklists organized by domains
- Professional Development videos
- Reproducibles on online portal

References

- Bailey, Becky (2001). *Conscious Discipline. Seven Skills for a Brain Smart Classroom*. Loving Guidance Inc., Oviedo, Florida.
- Bailey, Becky (2011). *Managing Emotional Mayhem*. Loving Guidance, Inc., Oviedo, Florida.
- Deutsch, D. (2010, July/August). "Speaking in tunes." *Scientific American Mind*, 21(3), 36-43.
- Epstein, Ann (2007) *The Intentional Teacher. Choosing the Best Strategies for Young Children's Learning*. NAEYC, Washington, DC.
- Gamon, David and Bragdon, Allen. (2003) *Building Mental Muscle*. Walker and Company, NY.
- Goleman, D. (2006) *Social intelligence: The new science of human relationships*. New York: Bantam Dell.
- Hannaford, Carla. (2007) *Smart Moves: Why Learning Is Not All in Your Head, revised edition*. Great Ocean Publishers, Arlington, VA.
- Healy, Jane M. (2004) *Your Child's Growing Mind, 3rd edition*. Three River Press, New York, NY.
- Landy, S. (2002) *Pathways to Competence: Encouraging Healthy Social and Emotional Development in Young Children*. Baltimore: Brookes.
- Ramey, Craig T. and Sharon L. (1999) *Right From Birth*. Goddard Press, NY, 1999.
- Ramey, Craig T. and Sharon L. (2004) "Early Educational Interventions and Intelligence: Implications for Head Start." In *The Head Start Debates*, eds. E. Zigler & Styfco, 3-18. Baltimore: Brookes.

Schiller, P. (July/August 2002) "Brain Research and Its Implications in Early Childhood Programs." *Child Care Information Exchange*.

Schiller, P. (2011) *Start Smart: Building Brain Power in the Early Years, Revised*. Gryphon House, Beltsville, MD, Spring.

Schiller, P. "Brain Research Review and Update," (November-December 2010) *Child Care Information Exchange*.

Sousa, Dr. David A. (2008) *How the Brain Learns, 3rd Edition*. National Association of Secondary School Principals, Reston, VA.

Sousa, D. 2005. *How the Brain Learns*. New York: Corwin Press.

Stone, Rima (2003). *Rethinking the Brain: New Insights into Early Development*. Families and Work Institute. Washington, DC.

Sylwester, R. (2010). *A Child's Brain: The Need for Nurture*. New York. Corwin Press

"The Brain: A User's Guide" (2007) New York, *Time Magazine*, Vol. 169, #5.

Web Pages:

<http://www.iamyourchild.org>
<http://www.naeyc.org>

<http://www.zerotothree.org>
<http://www.nccic.org>