

Frog Street Infant Curriculum

Theoretical Research Summary

Frog Street Infant is a comprehensive curriculum that addresses the use of materials, schedule, arranging the environment, and interaction between children and adults either separately or in combination, within an early childhood setting. The *Welcome to Frog Street Infant* guide introduces materials, scheduling, and arranging the environment as well as guiding educators in strategies for instructional support.

Frog Street Infant curriculum guides the design of children's learning goals with experiences to achieve school success. Daily learning objectives are aligned to the Early Learning and Developmental Standards: Birth – 8 months, 8 – 18 months in all eight domains. See the *Frog Street Infant* Correlation to the Early Learning and Developmental Standards: Birth – 8 months, 8 – 18 months.

Frog Street Infant Features

- Uses **early brain development research** as the cornerstone of instruction.
- Provides **intentional activities** and support in developmental domains; language, cognitive, social and emotional, and physical.
- Encourages **character development** woven throughout all domains.
- 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!

Frog Street Infant Cornerstones

- **Early Brain Development Research** (Stone, 2003, Sousa, 2005, 2008, Ramey, 1999)

The first three years of life lay the foundation for lifelong learning. The child's brain is busy wiring the foundation for vision, emotional stability, social interactions, language development, motor development, thinking skills, and much more.

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.

There are fertile times when the brain is able to wire specific skills at an optimum level. These fertile times are called “windows of opportunity” to encourage optimum brain development.

Windows of Opportunity

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

- **Intentional Instruction** (Epstein, 2007, Ramey, 1999)

An intentional caregiver focuses on activities with specific outcomes or goals in mind for infants’ development and learning.

1. Age appropriate activities for each domain
2. Adaptations for age and ability levels
3. Activities build from easier to more complex.

- **Conscious Discipline®** (Bailey, 2001, 2011)

Conscious Discipline® is a comprehensive classroom management and social-emotional program that creates a learning environment where children feel safe and loved. From this foundation of safety and caring, children begin learning how to manage their emotions and interact with others.

Character development is encouraged through Brain Smart® activities in Start the Day for older infants (15-18 months). Caregivers are encouraged to remind infants several times a day that they are safe.

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.

- **Approaches to Learning and Character Development**

The focus of approaches to learning in *Frog Street Infant* include curiosity, persistence, attention, and communication. These “approaches” reside in and across all other domains and influence the success of development. Each activity card in *Frog Street Infant* suggests one or two approaches toward learning to observe as a baby engages with the caregiver or with other toys and materials.

Many believe that a child’s “approaches to learning” are innate but most researchers agree that even so, caring and encouraging adults can help children adjust their innate inclinations (Rothbart and Bates, 2006, Brophy, 2004). The environment plays a major role in the wiring of the brain and the brain is receptive to changes in wiring all the way to puberty.

Opportunities for character development are embedded across all domain activities. Caregivers are encouraged to make sure children feel emotionally safe and model behaviors they expect from young children.

Summary

Frog Street Infant curriculum meets the School Readiness requirements:

- Provides strategies and interactions to be responsive to children’s individual strengths and needs.
- Includes hands-on experiences for exploration and discovery.
- Addresses age appropriate learning goals.
- Addresses diversity in materials and instruction.
- Aligns to ongoing assessment with opportunities for observations and developmental checklists.
- Provides materials needed for instruction or optional materials easily accessible in most developmentally appropriate early learning environments.
- Encourages teacher engagement and opportunities to customize instruction to meet individual needs.
- Provides multiple resources for collaboration among the school and family environments.
- Designed to enhance the age-appropriate progress of young children in attaining *the Early Learning and Developmental Standards: Birth to 8 months, 8 – 18 months*.

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Web Pages:

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<http://www.zerotothree.org>

<http://www.naeyc.org>

<http://www.nccic.org>