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CHILDREN

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Fostering Intergenerational Community Between Child & Adult

The Elephant Sanctuary: Exploring Differentiated Instruction

Linguistic Diversity In Early Childhood Education

Yesterday I Talked with my Child

Happy Anniversary Canadian Association for Young Children

The Canadian Association for Young Children   **30th**   L'Association Canadienne Pour Les Jeunes Enfants

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THE CANADIAN ASSOCIATION FOR YOUNG CHILDREN

WHAT IS THE CAYC

The Canadian Association for Young Children (CAYC) grew out of Council for Childhood Education and was officially recognized in 1974 by the granting of a Federal Charter. It is the only national association specifically concerned with the well-being of children, birth through age nine at home, in preschool settings and at school. Members of the multidisciplinary association include parents, teachers, caregivers ,administrators, students and all those wishing to share ideas and participate in activities related to the education and welfare of young children.

MISSION STATEMENT

CAYC exists to provide a Canadian voice on critical issues related to the quality of life of all young children and their families.

THE AIMS OF THE CAYC

1. To influence the direction and quality of policies and programs that affect the development and well-being of young children in Canada.

2. To provide a forum for the members of Canada's early childhood community to support one another in providing developmentally appropriate programs for young children.

3. To promote and provide opportunities for professional development for those charged with the care and education of young children.

4. To promote opportunities for effective liaison and collaboration with all those responsible for young children.

5. To recognize outstanding contributions to the well-being of young children.

IMPLEMENTING THE AIMS OF THE CAYC

1. **The National Conference:**

   The National Conference is a highlight of the CAYC. The program includes lectures by internationally renowned authorities on children, workshops, discussion groups, displays, demonstrations, school visits and tours.

2. **Provincial and Regional Events:**

   The organization of members at the local and provincial level is encouraged to plan events to deal with the issues and concerns pertaining to young children. These events may take the form of lectures, seminars or a local conference.

3. **The Journal:**

   An outstanding multidisciplinary journal is published twice yearly. Articles by nationally and internationally known experts in early childhood education and child rearing are presented in the Journal of the CAYC. Inside CAYC provides information on Association activities.

SUBSCRIPTIONS AND MEMBERSHIP

Membership fees are payable on application and renewable annually on an evergreen basis. To be considered a voting member, fees must be paid no later than 60 days prior to the Annual General Meeting.

Members of the CAYC receive newsletters and special rates for national and regional conferences

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CAYC
612 W, 23rd Street
North Vancouver, BC   V7M 2C3
CANADA

ASSOCIATION CANADIENNE POUR LES JEUNES ENFANTS

QU'EST CE QUE L'ACJE

L'Association Canadienne pour les Jeunes Enfants, issue du *Council for Childhood Education,* a reçu sa charte fédérale en 1974. Elle demeure la seule association nationale vouée exclusivement au bien-être des enfants, de la naissance jusqu'à l'âge de neuf ans, dans leur foyer, à la garderie et à l'école primaire. L'ACJE est composée de parents, d'enseignants, de professionnels de la petite enfance, d'administrateurs et d'étudiants, ainsi que de tous ceux et celles qui sont intéressés à partager leurs idées en participant à des activités liées au bien-être et à l'éducation des jeunes enfants.

SA MISSION

L'ACJE s'est donné comme mandat de faire entendre une voix canadienne sur les questions essentielles ayant trait à la qualité de vie de tous les jeunes enfants et de leur famille.

SES OBJECTIFS

1. Jouer un rôle sur le plan des orientations et sur la qualité des politiques et des programmes touchant au développement et au bien-être des jeunes enfants canadiens.

2. Créer un forum pour les membres de la communauté canadienne oeuvrant dans le domaine de la petite enfance afin de susciter une collaboration active dans l'élaboration de programmes appropriés au développement des jeunes enfants.

3. Encourager et offrir des possibilités de perfectionnement professionnel au personnel responsable du bien-être et de l'éducation des jeunes enfants.

4. Promouvoir des occasions pour une meilleure coordination et collaboration entre tous les responsables des jeunes enfants.

5. Récompenser et souligner les contributions exceptionnelles faites en faveur des jeunes enfants.

EXÉCUTION DES OBJECTIFS DE L'ACJE

1. **Le congrès national:**

   Il constitue le grand évènement de l'ACJE. Des sommités de renommée internationale en matière de petite enfance y prononcent des conférences et on y participe à des ateliers, des débats, des expositions, des démonstrations, et à des visites guidées d'écoles.

2. **Les évènements provinciaux et locaux:**

   L'ACJE encourage ses membres à organiser des conférences, des séminaires ou des congrès au niveau local et régional afin de débattre des problèmes relatifs aux jeunes enfants.

3. **La revue :**

   Publication bisannuelle et multidisciplinaire de premier ordre, la revue regroupe des articles traitant de questions d'éducation et de formation des jeunes enfants. On y retrouve également des articles écrits par des experts de renommée nationale et internationale. La rubrique *Inside CAYC* renseigne les lecteurs sur les activités de l'Association.

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Les cotisations doivent être réglées au moment de l'adhésion et celle-ci doit être renouvelée chaque année. Pour se prévaloir de son droit de vote, tout membre doit acquitter sa cotisation au moins 60 jours avant l'Assemblée Générale annuelle.

Les membres de l'ACJE reçoivent le bulletin périodique et bénéficient de tarifs spéciaux pour participer au congrès national et aux évènements régionaux:

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Veuillez faire parvenir toute demande de souscription ou d'adhésion à l'ACJE à l'adresse suivante :

ACJE
612 W 23e Rue
Vancouver Nord, CB V7M 2C3
CANADA

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Cover Photo: Cover: Montage photographs contributed by B.Ellis, M. Higgins, C. Jonas, L. Kocher. The children in these seaside landscapes hail from British Columbia, Ontario., Montreal and Virgina.

Canadian Children is the journal of the Canadian Association for Young Children (CAYC), the only national association specifically concerned with the well-being of children of preschool and elementary age in Canada. The journal is published twice yearly and contains articles, book reviews and announcements of professional conferences .

Canadian Children is a multidisciplinary journal concerned with child development and early childhood education. Authors from across Canada, and elsewhere, are invited to submit articles and book reviews which reflect the variety and extent of both research and practice in early childhood education and child rearing.

CONTENT:

Submissions should appeal to an audience that includes parents, professionals in the field of childhood education and child services, as well as teachers and researchers. Most issues are multi-theme in nature and the editor will attempt to balance articles that are research-related with articles of a practical nature relating to programming, curriculum, classroom practice or child rearing.

FORM, LENGTH AND STYLE:

ARTICLES may be of varying length, written in a readable style. Style should be consistent with an acceptable professional manual such as the **Publication Manual** (3rd Edition) of the American Psychological Association. Articles should be sent as an email attachment to the email address below or sent to the postal address, on a 3.5" IBM or IBM compatible diskette or a CD in Microsoft Word with three (3) printed copies on 21.5 x 28 cm. (standard 8 _ x 11") paper directly to the editor at the address listed below. Type should be double spaced. If appropriate, authors should send accompanying black and white glossy print photographs, tables, figures or illustrations with complete captions, each on separate pages. Authors are to obtain releases for use of photographs prior to mailing. Please include a brief biographical sketch including the author(s) full name, title, professional affiliation, and other relevant information, such as acknowledgements, grant support or funding agency . It is expected that authors will not submit articles to more than one publisher at a time.

ACCEPTANCE AND PUBLICATION:

The editor will acknowledge receipt of, and review all solicited and unsolicited manuscripts received. The final publication decision rests with the editor, and will be communicated within three months. Manuscripts not accepted for publication will be returned only if a stamped self-addressed envelope is included.

DEADLINES:

Submission Deadlines are as follows:
FALL Issue : August 1
SPRING Issue: February 1

Canadian Children est la revue de l'Association pour les Jeunes Enfants (ACJE). Elle demeure la seule association vouée exclusivement au bien-être des enfants de niveau préscolaire et primaire au Canada. Cette revue bisannuelle regroupe des articles, des comptes rendus de livres et des avis de conférences professionnelles.

Canadian Children est une publication multidisciplinaire qui traite du développement de l'enfant et de son éducation durant la petite enfance. Les auteurs du Canada et d'ailleurs sont invités à soumettre des articles et des comptes rendus de livres qui mettent en évidence la variété et l'étendue de la recherche et de la pratique dans le domaine de l'éducation au cours de la petite enfance.

CONTENU:

Les articles doivent s'adresser à un public composé de parents, de professionnels de l'éducation et de services à l'enfance, ainsi que d'enseignants et de chercheurs. Chaque numéro traite de divers thèmes et le rédacteur en chef tentera d'y inclure tant des articles portant sur la recherche que des articles portant sur des aspects pratiques de l'éducation comme la gestion et la mise œuvre de programmes d'études, les méthodes d'enseignement en salle de classe et les techniques utilisées pour élever les enfants.

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LES ARTICLES peuvent être de longueur variée et doivent être rédigés dans un style accessible à tous les lecteurs. La présentation doit être conforme aux normes du *Publication Manual* (3ᵉ édition) de l'*American Psychological Association*. Les articles devront être en Microsoft Word ou Word Perfect (format IBM PC), attachés à un courrier électronique ou enregistrés sur une disquette 3.5" ou sur un CD et envoyés au rédacteur en chef à l'adresse indiquée ci-dessous. Les trois (3) copies doivent être dactylographiées en double interligne. Les auteurs devront fournir, s'il y a lieu, les photographies accompagnant les articles, tirées en noir et blanc sur papier glacé, ainsi que les tableaux, figures ou illustrations avec leurs légendes, imprimés chacun sur une feuille. Ils devront obtenir le permis de reproduction des photographies avant de les faire parvenir au rédacteur. Il est recommandé d'inclure une brève notice biographique contenant le nom complet de l'auteur, ses titres, affiliations professionnelles et autres informations pertinentes telles que remerciements, supports financiers ou organismes de subvention. Il est entendu que les auteurs ne soumettront leurs articles qu'à une seule revue à la fois.

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Le rédacteur en chef accusera réception et tiendra compte de tous les manuscrits reçus, qu'ils aient été sollicités ou non, et soumettra les textes qu'il aura retenus à au moins trois lecteurs externes au comité de rédaction. La décision de publier est sous la responsabilité du rédacteur en chef et sera communiquée à l'auteur dans un délai de trois mois. Les manuscrits non retenus pour publication seront retournés à leurs auteurs seulement s'ils sont accompagnés d'une enveloppe pré-adressée et affranchie.

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MABEL. F. HIGGINS
EDITOR

The children on the cover of this issue of Canadian Children inspired the photographers to capture these moments . . .

• *having alone-time by the seaside*

• *sifting tiny grains of sand through their fingers*

• *being carefree in conversation with a new found friend from another country*

• *feeling the rush of water over their toes*

• *digging and leaving behind evidence of themselves in the sand*

• *exploring a found sea stone, tucking it into a pocket to take away, later to ponder this day by the sea, and perhaps the chance of future possibilities*

While these images are reminiscent of a summer now ended, we look forward to autumn, which marks a beginning in so many ways. As many of you *begin together* with a new group of children …you will seek to find ways to be comfortable with each other. Sometimes we "*miss the boat*" with a particular child or group of children; sometimes we "*hit the nail on the head*". Wherever you find yourself in this endeavour to provide a respectful and effective learning environment for the children, I am hopeful that the authors who appear in this issue will bring enlightenment to your work…

The *Invitational* article appeared through Editorial Review Board member, Carol Jonas. The timely arrival of *Fostering Intergenerational Community: A Results Management Approach* brought me great pleasure. While I observed traces of this concept dating back to the 1970's, I look forward to hearing about its impact today and hope to hear from Canadian programs that perhaps continue to build this practice into their work.

In The Child Study segment, we respectfully take a historic look during *CAYC's Thirtieth Year*, bringing you a reprinted article by the late *Otto Weininger.* You will read about his thinking and concerns of the day (1975) in: *Yesterday I Talked to My Child.* While some terms and ideas have changed, we think it useful to ponder the

past. Understanding the groundwork laid by earlier practitioners might inform our current work with children.

This section also celebrates the recent work of an Ontario researcher in the article, *Linguistically and Culturally Diverse Children.* The author includes recommended practices that support culturally sensitive learning environments. The work of a Canadian-Australian researcher, features a *Comparative Study of Children's Fears and Fear Displays in Canada and Australia.* Both authors, passionate in their work will have us look at better ways to be with children, through a better understanding of what is happening in the lives of children.

The Directions and Connections pages highlight some of the current practices and connections in our field. An enthusiastic Alberta Kindergarten teacher uses *Differentiated Instructional Strategies* to assist in a recent exploration of the *Elephant Sanctuary* via the Internet…A British Columbia author brings us his experience as a parent, when his child's kindergarten teacher embarked on a new way to connect with families. *The School and the Internet: Building a Virtual Window for the Classroom,* gives us a window on this new way to involve parents in their child's learning.

Through the efforts of Publication Chair, Wayne Eastman, we have an account of the soon to be held, Working Forum Belfast, in the article, *Healing Communities through Early Childhood Education.* The author explains how this assembly will illuminate some of the roles early childhood programs and practitioners are playing in bringing communities together during and after periods of conflict. *The Reggio Approach to Education: A Seminar in Toronto, Canada* presents to us, the outcome of what has become this author's professional life. This gathering of professionals from across the country marks yet another beginning for many of its participants, and like so many beginnings it too holds *the chance of future possibilities.*

Fostering Intergenerational Community Between Child & Adult Care Programs: A Results Management Approach

Shannon. E. Jarrott, Melissa S. Gladwell, Christina M. Gigliotti, Anna L. Papero

Dr. Shannon E. Jarrott, Ph.D., Assistant Professor of Human Development and Director of Research at Virginia Tech Adult Day Services, Virginia Polytechnic Institute and State University. Her research focuses on dementia care, including non-familial intergenerational programs, and therapeutic recreation programs ranging from horticulture to modified Montessori activities.

Melissa S. Gladwell, M.S., Activities Director, Imperial Plaza. Ms. Gladwell supervises and coordinates activity programming for a community of assisted living residents.

Christina M. Gigliotti, M.S., is a Doctoral Candidate with the Department of Human Development, Virginia Polytechnic Institute and State University. Her work centers on supporting the well being of older adults with dementia through appropriate adaptation of physical and social environments.

Dr. Anna L. Papero, Ph.D. Assistant Professor, Early Childhood Education, James Madison University. Her research focuses on home and environmental factors that influence development of preschool age children.

Abstract

Intergenerational programs designed to support mutually beneficial interactions between children/youth and older adults often center on appealing activities with little consideration to the desired outcomes or evaluation of the program's effectiveness. Utilization of a theory-research-evaluation-practice cycle increases program effectiveness and sustainability. The Results Management framework incorporates elements of theory, research, evaluation, and practice as stakeholders identify program strengths, needs, and desired results. We utilized the Results Management approach to foster intergenerational community between co-located child and adult care programs. Our exploratory study involved an 8-week intergenerational literature program for preschool aged children and cognitively impaired adults. Emergent themes of the qualitative assessment included the role of the facilitator, the physical environment, associated challenges, and the benefits of building intergenerational community. Our findings further fuel the theory-research-evaluation-practice cycle by providing insight and inspiring new questions related to the field of intergenerational programming.

Key Words: intergenerational, results management, evaluation, pre-school, dementia, shared site

Introduction

Intergenerational programs link young people and older adults in mutually beneficial interactions (Newman, Ward, Smith, Wilson, & McCrea, 1997) and can be found in a multitude of community settings. The child/youth and adult programs may be co-located (e.g. a nursing home with an on-site childcare facility), or members of one age group may visit the other group (e.g. when Service-learning students visit with elders at an adult day services program). Intergenerational programming (IGP) may occur occasionally over a brief or extended period of time, such as Christmas sing-alongs at an elementary school, or they may occur only once such as a one-time workshop for middle-school children on aging. Alternately, they may be consistent and frequent as when co-located child and adult care program participants have lunch together daily. Common locations for IGP include: (a) child daycare centers, (b) assisted living and nursing home facilities, (c) elementary school programs, (d) senior centers, (e) youth centers, (f) adult day services programs, and (g) before/after school care (Goyer, 2001).

Other non-familial IGP can be found in churches, community centers, hospitals, court systems, and other community settings where young and old come together to support each other and the larger community through programs such as the Retired Senior Volunteer Program (RSVP), Foster Grandparents, Service-learning, or church ministries.

The positive outcomes associated with IGP are numerous and varied (e.g. Hayes, 2003; Jarrott & Bruno, 2003; Larkin & Newman, 2001), capturing the attention of practitioners and academics alike. IGP has effectively addressed societal issues such as the isolation of rural elders (Osborne & Bullock, 2000), drug abuse prevention (Taylor, LoSciuto, Fox, Hilbert, & Sonkowsky, 1999), the need for quality childcare (Larkin, 1998), community beautification and safety (Kaplan, 1997), and the naturalization of elderly immigrants (Skilton-Sylvester & Garcia, 1999). This article describes a project conducted at a shared site intergenerational program involving a child daycare serving pre-school age children and an adult day services program providing care to older adults with physical and/or cognitive impairments. The intergenerational literature project was designed to support positive interactions and build a sense of community between the shared site programs.

Children's Experiences with IGP

The last few decades have witnessed a significant shift in caregiving duties with the percentage of children under age 3 in center-based care tripling between the years of 1977 and 1994 (U.S. Census Bureau, 1982, 1997). Rather than being cared for in homes that are structured to meet the needs of the multiple generations present, many children are now being cared for in environments that are geared primarily towards the needs of their generation only.

The bioecological perspective (Bronfenbrenner & Ceci, 1994; Bronfenbrenner & Morris, 1998) would suggest that these current changes in caregiving structures would be accompanied by a concordant shift of the role of older adults in the daily lives of children. Whereas, grandparents or other elderly relatives or neighbors might have traditionally been an inherent part of the microsystem, or immediate environment, of growing children, it could be surmised that for many families, the role of older adults in the lives of children has been shifted out of the microsystem towards a less immediate, less interactive role. IGP offers the opportunity to integrate older adults and young children into each other's immediate environments, cultivating the opportunity for positive interaction and a reduction in the social distance between generations (Jarrott, in press; Kidwell & Booth, 1977).

Parents and caregivers have cited many benefits for children derived from intergenerational contact, including increased social interaction, greater levels of affection, exposure to a wider range of individuals than would normally occur in the caregiving environment, as well as the benefit of children receiving the undivided attention of an adult (Deutchman, Bruno, & Jarrott, 2003; Jarrott, 2001). High quality care for young children is predicated on the understanding that children need many one-to-one, and face-to-face interactions with adults and that these interactions should be warm

and responsive (Bredekamp & Copple, 1997). In addition, the presence of older adults in the capacity of volunteer or friendly visitor can increase the teacher's capacity to respond contingently to individual children's needs. As will be noted later in this paper, older adults, with and without impairments, are capable of interacting warmly and responsively with children (e.g. Camp et al., 1997; Hayes, 2003; Short-DeGraff & Diamond, 1996), suggesting that IGP may well represent one avenue towards bolstering the amount of individualized adult attention each child enrolled in a child care program could theoretically receive. In addition, the presence of older adults in the capacity of volunteer or friendly visitor can increase the teacher's capacity to respond contingently to individual children's needs although it should be noted that older adults serving as volunteers or visitors in a childcare/classroom setting do not contribute to officially calculated child:adult ratios set for licensure. Finally, Hayes (2003) found that in a newly established co-located adult and child care facility, there was an increase in generational empathy, or willingness on the part of children and adults to help a member of the other age bracket.

Older Adults' Experiences with IGP

IGP frequently involves well elderly in mentoring and caregiving roles (Goyer, 2001; Larkin & Newman, 2001; Taylor, LoSciuto, Fox, Hilbert, & Sonkowsky, 1999). In fact, one of the first reported intergenerational programs was the Foster Grandparent program, established in 1965 (Newman, 1997). Older adults often view IGP as an opportunity to share their wisdom and skills with others while finding a sense of purpose for themselves (Taylor et al., 1999). Larkin and Newman (2001) reported findings on a national study, which revealed that older adults' presence in preschools as teachers' assistants added a unique, familial element to the classroom. Earlier research by Newman and col-

leagues (Newman, Karip, & Faux, 1995) even reported that older adult volunteers experienced memory and mental health improvements following participation in an intergenerational school volunteer program.

IGP has elicited positive results in long-term care settings and adult day programs as well where most of the clients possess physical and/or cognitive impairments, such as those associated with a stroke or Alzheimer's disease. Limited literature regarding the inclusion of cognitively impaired older adults in IGP suggests that this population can experience important psychosocial benefits from structured contact with children (Hayes, 2003; Jarrott & Bruno, 2003; Newman et al., 1997; Short-DeGraff & Diamond, 1996). Short-DeGraff and Diamond (1996) concluded that adult day program participants exhibited significantly higher levels of social interaction while taking part in IGP involving preschool children compared to when the children were absent. Jarrott and Bruno (2003) utilized observational mapping to determine that adults with dementia attending a shared site day program who participated in intergenerational activities experienced significantly higher positive affect during the intergenerational activities than during non-intergenerational activities. Another important finding that emerged from Jarrott and Bruno's research was that level of cognitive impairment was not associated with participation in IGP or with affect expressed during intergenerational activities. That is, adults with mild and significant cognitive impairment were equally able to engage in IGP and demonstrated comparable positive affect. In fact, Camp and colleagues (1997), who developed a modified Montessori program for persons with dementia, found that the older adults could successfully teach preschool aged children to perform the various Montessori activities, which dually supported the children's skill development and the adults' sense of self.

Unique Mutual Benefit

Intergenerational Programming provides value-added opportunities that are not present in single generation programs. For example, childcare providers and adult day service administrators cited intergenerational exchange as an opportunity for children and older individuals to learn from each other, as well as gain respect for the other generation (Stremmel, Travis, Kelly-Harrison, & Hensley, 1994). Themes of unconditional love and companionship, as well as the "synergy" between young and old have also emerged from IGP research (Deutchman et al., 2003; Newman, et al., 1997; Stremmel et al., 1994). Hayes' (2003) observational research at a shared site program found that both generations engaged in verbal and nonverbal exchanges such as helping behaviors and "touch," that were characterized by *generational empathy* and comfort. Evidence of the effects of IGP supports the potential for such programs to include young and old people across the spectrum of needs, abilities, and interests in meaningful interactions. However, challenges to successful IGP remain.

Limitations to IGP Research

Individuals who have witnessed positive IGP involving children and elders with dementia can attest to the mutually beneficial nature of such programs; however, it is crucial for scholars and practitioners to acknowledge the current limitations facing IGP in order to effectively legitimize and expand the field. Factors described as constraints to IGP, such as differences in abilities, generational differences (Salari, 2000), and communication between collaborating staff members (Hayes, 2003; Jarrott, Gigliotti, & Smock, 2004) lie primarily within two areas: (a) lack of empirical research and (b) deficiency in theoretical foundation. By addressing these broader deficiencies, obstacles can become opportunities, and IGP is optimized.

Lack of empirical research. Although IGP has become increasingly popular since its inception in the 1960's (Short-DeGraff & Diamond, 1996), the empirical knowledgebase remains in its infancy. Kuehne and Collins (1997) contended that little concrete knowledge exists regarding the capacity of intergenerational programs to meet intended goals. Intergenerational manuals and "how to" articles provide inspirational descriptions of intergenerational programs and prescribe a recipe for success. However, such publications rarely lend theories, results, or recommendations that are amenable to evaluation, critique, or replication (Kuehne, 1996). While anecdotal reports are one valuable way of knowing, such methods should be used in conjunction with systematic research methodologies. Intergenerational scholars recognize the importance of empirical research and have voiced the need for systematic qualitative and quantitative studies, yet this call remains largely unrealized at this time (Dellmann-Jenkins, 1997; Hamilton, Brown, Alonzo, & Glover, 1999; Kuehne, 1998; Ward, 1997).

Need for a stronger theoretical foundation. Practitioners who dedicate time, energy, and resources to IGP may feel overwhelmed by the thought of also incorporating theory, research, or evaluation. Kuehne and Collins (1997) pointed out that many intergenerational programs struggle for financial stability and the allocation of resources to research or evaluation seem unrealistic to many administrators. However, the cyclical relationship between theory, research, evaluation, and practice must be explored if IGP is to be more than a trend.

Lavee and Dollahite (1991) expressed the essential nature of the theory-research-evaluation-practice feedback loop (see Figure 1).
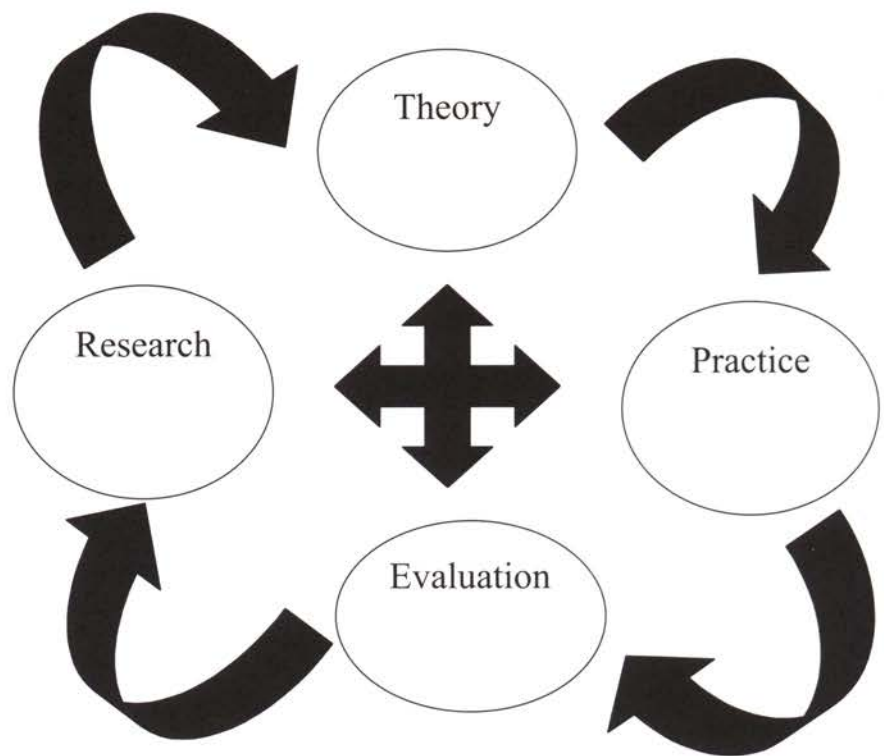

Figure 1. Adapted from the Theory-Research-Evaluation-Practice Feedback Loop (Lavee & Dollahite, 1991).

They described this cycle as a continuous process of building and refining that has no set beginning or end. In other words, each component of the theory-research-evaluation-practice cycle is of equal importance and the omission of any one element limits understanding of the phenomenon in question. In the field of IGP, utilization of the theory-research-evaluation-practice feedback loop increases the chance of quality outcomes. Use of the cycle facilitates identification of effective strategies, which can then be replicated and expanded, while less effectual practices are quickly detected and altered. Exclusion of the theory-research-evaluation-practice cycle can lead to ongoing implementation problems, inadequate IGP guidelines, limited understanding of participant and staff needs, and only vague knowledge of program effectiveness.

Despite its recent growth and evidence of benefits, only a limited number of intergenerational programs last beyond the two-year mark (Hamilton et al., 1999). Utilization of the feedback loop by practitioners and researchers alike can potentially increase sustainability, expand the empirical knowledgebase, enhance staff collaboration, and, most importantly, optimize outcomes for child/youth and older adult participants. Orthner and Bowen (2004) described a Results Management model that provides a framework for achieving long- and short-term goals using elements of the feedback loop. We used this model in our research to enhance the sense of community between two shared site programs by facilitating positive intergenerational exchange.

Activity Oriented Design Versus Results Oriented Approach

Orthner and Bowen (2004) developed Results Management (RM), a planning model that provides a strategy for making decisions about resource allocation based on the relationships between program activities and desired outcomes. The ensuing logic model incorporates

elements of Lavee and Dollahite's (1991) theory-research-evaluation-practice feedback loop by utilizing the findings from ongoing evaluation and research to inform theory and practice, thus providing the opportunity for ongoing growth and development.

The RM model consists of four steps (see Figure 2) that facilitate the attainment of program objectives, including gathering evidence of needs, defining target results, articulating program results, and proposing theory- and evidence-based activities (Orthner & Bowen, 2004). These steps also move in a cyclical fashion, paralleling the progression of Lavee and Dollahite's feedback loop (1991). Identification of client *needs and strengths* by program stakeholders informs the selection of long-term, target results that would represent amelioration of the needs specified in step one. *Program results*, or the short-term measurable benefits, must next be

Figure 2. Result Management Design (Orthner & Bowen, 2004). Permission to reproduce provided by Dr. Dennis K. Orthner Professor of Social Work and Public Policy Associate Director, Jordan Institute for Families University of North Carolina at Chapel Hill.

identified before theory- and evidence-based activities are proposed to directly impact the previously defined program results. Following these steps the intervention must be assessed and the cycle repeats itself. Unlike the commonly used activities based approach, which focuses heavily on program activities to

the detriment of measuring outcomes, the RM approach incorporates research and evaluation into the strategy of meeting identified needs. Similar to the benefits of using the theory-research-evaluation-practice feedback loop, the RM approach uses feedback from stakeholders to inform goals, research and theory to inform practice, and evaluation to begin the cycle anew by asking again what the needs and strengths of clients are.

When using the RM approach in an intergenerational setting, stakeholders collaborate to focus their energy and resources towards clearly defined results. Once results are specified, attention can then be placed on designing activities that are in harmony with these desired outcomes. A primary assumption of the RM approach, according to Bowen and colleagues, is that "program activities are only useful to the extent they can be tied to measurable results" (Bowen, Orthner, Martin, & Mancini, 2001, p.

17). In light of this approach, every intergenerational program should have specified results, and programming and evaluation should clearly relate to achievement of these goals. Instead of creating an intergenerational program around one person's great idea for an activity, the program would be founded

on mutually agreed-upon results designed to nurture the connections and relationships between generations.

Method
Project Goal and Framework

Shared site adult and child day programs in a large southern university provide a logistically accommodating environment for intergenerational exchange, yet the facilities at this particular site previously maintained little contact. With a target outcome of increased sense of community marked by greater comfort, positive interactions, and exchange among community members, program stakeholders used an RM approach to initiate an intergenerational program in 2002. Our RM approach incorporated a strengths perspective, in which each community member (child, older adult, staff, or family caregiver) was perceived as a partner in the creation of a capable and cohesive intergenerational program (Bowen et al., 2001). Every individual was valued as an asset regardless of age, status, physical ability, or cognitive impairment. Kitwood's (1997) perspective of *personhood* complimented the RM framework, as it recognizes the interdependence of human beings, acknowledges that every individual deserves respect and dignity, and emphasizes individuality and inclusion (Kitwood & Bredin, 1992). Developed specifically in regard to persons with dementia, the concept is suitably applied to young children and caregivers as well.

Procedure

The community building process began with the establishment of an intergenerational literature program in which children's stories with older adult characters were read to a mixed group of children and adult day program participants. We chose story telling as the shared activity for multiple reasons. It was a gentle introduction to IGP for participants and staff alike as the format of listening to and talking about stories. Also, the format was generally non-threatening because high levels of interaction and

contact were not required. We mindfully considered research (Seefeldt, 1987) and personal anecdote that involved negative experiences for young children who were asked to hug or interact closely with older persons they barely knew. Rather, we wanted the children, older adults, and staff to have an opportunity to ease into the intergenerational setting and get to know their "neighbors".

The intergenerational literature program occurred on a twice weekly basis for an eight-week period and lasted approximately 30 minutes per session. We were able to include approximately 15 preschool-aged children and ten older adults diagnosed with dementia. The children were all three or four years old and came from a variety of ethnic and racial backgrounds. The adult day program participants' levels of physical and cognitive abilities were varied ranging from low to high levels of impairment, though all were mobile and responsive. In order to promote the safety and comfort of all the IGP participants, qualified staff members from each program attended the sessions. Both the children and older adults were invited to join the intergenerational program at the beginning of each session. Involvement was strictly voluntary and participants were allowed to come and go as they pleased.

A doctoral student trained in education and child development with cross-training in issues pertaining to aging and dementia read the stories and facilitated discussion during the intergenerational sessions. The facilitator developed a set of guided questions for each story as a means of engaging the children and older adults in conversation and reminiscence about the story topics (see Table 1). A staff person from each program supported the discussion by prompting participants (both children and older adults) with relevant social history information that the individual might not remember to share (e.g. a participant who forgot that she used to live in the same town/setting where the story took place).

We chose stories with older adult characters based on the belief that the older adults might identify with the characters and that the children would benefit from seeing elders in a variety of roles. It became evident that points of commonality between the generations were more important than representation of older adult characters. For example, Miss Rumphius (Connie, 1985) describes a woman who spends her life planting lupines in an effort to make the world more beautiful. A good discussion item for this story involved children and elders describing things they had done to make the world more beautiful - both young and old were equally able to respond.

Measures

Due to the exploratory nature of the investigation, journaling was used as a qualitative measure of community building between day programs. The IGP facilitator, as well as two graduate level observers with intergenerational experience, attended each session and used a semi-structured format to journal over the course of the study. The students were given a list of core elements to capture in relation to the development of community: (a) the *physical setting*, including space allocation and chair arrangement, (b) the participants, including roles and personal characteristics of the staff, child and older adult participants, (c) activities and interactions, including how the participants and activities were connected or interrelated and who initiated or responded to interactions, and (d) conversation, including content, who spoke to whom, who listened, and nonverbal exchanges (Merriam, 1998). Other intergenerational scholars have identified these elements as central to the outcomes of IGP (Camp et al., 1997; Deutchman et al., 2003; Hayes, 2003; Kaplan, 1997), and the facilitator and observers structured their journaling to consider the role of these elements in community development.

Analysis

At the conclusion of the investigation, each of the three graduate students read her own journal to capture an overall perspective of the intergenerational story time sessions. On the second reading, each student identified themes from her own journal that positively or negatively influenced the development of community between facilities. Each investigator then collapsed her codes and created a list of themes and subthemes using analytic induction (Strauss, 1987). A constant comparison approach was utilized to allow the students to go back and forth between the journals and initial themes to develop coding categories, or groups of concepts that pertain to a similar phenomenon that are clustered together (Bogdan & Biklen, 1999). Each author identified quotes from the journals to illustrate each of the themes and enhance the credibility of the analysis. A final meeting enabled the investigators to discuss discrepancies until complete coding agreement was reached, thereby enhancing the trustworthiness of the findings.

Results

The findings associated with the RM approach to intergenerational community building between shared site day programs included four emergent coding categories: (a) the role of the facilitator, (b) the IGP setting, (c) challenges faced in building intergenerational community, and (d) benefits of developing a sense of intergenerational community. These categories provide insight into the effectiveness of utilizing RM to develop and reach long-term goals in IGP, thus making this qualitative inquiry a theoretically and empirically-driven contribution to the intergenerational knowledge base.

Role of Facilitator

The role of the intergenerational facilitator figured prominently in the community development process. The doctoral student who led the intergenerational sessions served as a mediator between the generations, and the significance of her role can be summed up by one jour-

naler's comment that *"the facilitator can make or break the intergenerational session."* Her mood and leadership style set the tone for both the children and older adults. One facilitator conducted the majority of story sessions with an infectious enthusiasm, good management skills, and the ability to be flexible while setting appropriate limits, which resulted in positive interactions. Conversely, when other, less-experienced staff led the sessions, and once when the primary facilitator was particularly down, both generations exhibited less engagement in the story and conversation, behavior problems occurred, the intergenerational interactions were less frequent, and the sessions were geared more towards the children than the adults. This finding is supported by research conducted by Hayes (2003), who acknowledged that the facilitator's style impacted the level and depth of interaction.

The facilitator's role was all encompassing and varied in nature. The facilitator needed to be knowledgeable of the children's and adults' abilities, limitations, social histories, and preferences in order to promote effective communication and establish commonalities between generations. The facilitator had to exhibit effective behavior management techniques, as well as phrase questions in an appropriate manner. One of the challenges inherent to facilitating a group intergenerational activity is providing the structure and pacing necessary to maintain young children's attention, while providing a dignified and meaningful environment for the adults (Salari, 2002). One technique used by the facilitator had the unexpected positive result of creating physical opportunities for the adults to interact directly with the children. When the "talking ball" was used to delineate whose turn it was to speak, opportunities were created where children and adults needed to turn and pass the ball to each other. The system generated pleasant physical and verbal exchanges in which the children and adults addressed each other by name with a smile.

The importance of cross-training (i.e. developing expertise on both client groups) has been emphasized by several intergenerational researchers (Hayes,

Large, comfortable chairs fostered close contact and conversation between children and adults.

Facilitator techniques, such as the 'talking ball,' helped children to listen while waiting their turn to speak.

2003; Jarrott, Gigliotti, & Smock, 2004; Travis, Stremmel, & Duprey, 1994) and is crucial to the success of IGP for all participants. Cross-training is necessary to plan and facilitate developmentally and generationally appropriate IGP; otherwise, the goal of mutually beneficial community between young and old cannot be accomplished.

Setting

The setting of the intergenerational sessions emerged as the second category associated with the development of community between the day programs. All three of the journalers emphasized the importance of conducting the intergenerational activities in a neutral location (the literature program was held in a common room connecting the day programs). A neutral environment alleviates the feeling of "invading" another group's space and also allows the children or adults to retreat to their own area in instances of over-stimulation, illness, or

interest in an alternate activity. This subcategory is supported by Salari's (2002) research regarding age-appropriate environments in intergenerational partnerships. Her work suggests that older adults' autonomy and choice is hindered when they do not have their own area in which to retreat during intergenerational activities.

The seating arrangement was identified as a subcategory associated with the intergenerational setting. Social interaction between the older adults and children were affected by the spatial orientation of the chairs. During some of the story sessions, so many adults attended the literature program that some adults were placed in a second row of chairs behind other older adult participants. Consequently, these elders were physically distant from the children and experienced limited amounts of intergenerational exchange due to propinquity and hearing and vision deficits. Our finding is consistent with the concept of socio-

fugal and socio-petal spaces, or furniture arrangements that push people apart and keep them apart, and furniture settings that pull individuals together and involve them in social interaction (Pastalan & Carson, 1970). Intergenerational exchanges between children and older adults with dementia can be highly influenced by seemingly insignificant factors such as seating arrangements.

The types of chairs provided during the intergenerational story sessions also emerged as a subcategory in this qualitative inquiry. Several large and comfortable recliners were available during each session, in addition to standard straight back chairs with arms. Over the course of the project, some of the children felt comfortable enough to sit on the older adults' laps or crawl up into a recliner with an elderly participant. The recliners became an unexpected attribute in the community development process. In one particularly touching exchange, one little girl cuddled up next to a female adult day program participant with an outgoing and nurturing personality. The little girl looked up at the older woman with a concerned look on her face and stated that her grandmother had died and that she does not get to see her anymore. The elder woman smiled, hugged her, and said "Honey, don't you worry about that. You'll see your grandma again... the good lord will take care of that!" Thus, the recliners provided an intimate and cozy context for intergenerational conversation and closeness.

Challenges of Building Intergenerational Community

RM emphasizes that problem-solving strategies are integral to achieving target goals (Orthner & Bowen, 2004). The complexities of facilitating intergenerational exchange between adults with dementia and preschoolers must be acknowledged and addressed in order to promote a sense of community between generations. Such challenges emerged as the third coding category in this exploratory investigation. A sub-catego-

ry of negative emotional experiences included feelings of impatience, anger, rejection, and jealousy. For example, journal entries described the children's impatience and frustration as they raised their hands, waiting for their turn to speak during the story time. Since an entire classroom of preschoolers participated in the sessions, only a select few of the children were able to share individual comments due to time constraints. On other occasions, jealousy on the part of the older adults was evident when a child would move from one adult's lap to another. Such situations can be difficult to prevent, but detailed planning and facilitator intervention may help ameliorate the problem. Furthermore, the process of learning to listen to others is uniquely valuable to young children. And, while a few adults may experience some envy of close intergenerational relationships, these close relationships are a desirable program outcome that contributes to the target result of community development.

As previously mentioned the intergenerational literature sessions were sometimes quite crowded and the abundance of people sometimes made facilitation and exchange more difficult. Behavior problems and limited attention spans were amplified in this larger group setting and such challenging scenarios can potentially deter community building. One observer's journal entry states *"...we included as many people as possible with the best of intentions, but perhaps small group activities are the best means of encouraging community between the generations."* At this time, there is no intergenerational literature that addresses differential outcomes of small compared to large group settings.

Benefits of Community Development

A final coding category includes factors that contributed to the development of a positive sense of intergenerational community between the day programs. A sub-category relating to the meaningful nature of the older adults' role emerged

as a prominent benefit. We sought to reduce the potential for infantilization, where adults are asked to participate in childish activities in a role similar to that of a child (Salari, 2002). The facilitator avoided infantilization by involving the older adults as "teacher's helpers," in an effort to enhance their experiences in the program.

They modeled behavior management techniques that encouraged the children to quiet down and pay attention. For example, the facilitator would say *"Put your hands on your head if you are ready to listen,"* and the elders would put their hands on their heads while nodding and smiling at the children in a nonverbal effort to encourage appropriate behavior. One adult day program participant further expressed the salience of his role as mentor/teacher by stating, "...it is important for us to teach the youngsters about history and the way things were done in the old times." Bowlby Sifton (2000) concluded that participation in meaningful and purposeful activities is correlated with the maintenance of cognitive and physical abilities in adults with dementia. While some adults found meaning simply in watching the children, others relished their role as assistants in the literature session.

Another sub-category pertaining to positive community development strategies is the involvement of all community stakeholders such as parents, staff, administrators, students, caregivers, volunteers, and researchers. As the study progressed, the voluntary presence of such individuals dramatically increased; parents hovered in the doorways, teachers from other classrooms stopped by to observe, and ADS staff members became actively involved in the sessions. The investment exhibited by program beneficiaries relates to Bronfenbrenner's (1979) ecological perspective of the "mutually shaping" relationships between individuals and their environments. His model of interlocking systems that shape human development

include both macro and micro influences on the individual (Bubolz & Sontag, 1993). The inclusion of people beyond the core intergenerational participants enhances the sense of community between the day programs by encouraging ownership of the program, as well as increases the likelihood of sustainability.

Additional sub-categories that influenced the sense of community development between generations included the mutual benefits that were realized by both generations of participants. The literature program was designed to facilitate discussion and provide opportunities for the adults to reminisce about their life experiences. The opportunity for the elders to discuss their social histories with the children served several mutually beneficial purposes. According to Butler (1963), life review is an important process for older adults to engage in during later life. Even among adults with dementia, Woods reported that reminiscence yields positive outcomes (1995). The children also benefited from hearing the elders' stories and experiences by learning about history and culture from persons who lived those experiences first hand. The importance of transmission of culture and knowledge is evident in the writings of Vygotsky, who emphasized that higher mental functioning emanates from social and communicative processes (1978).

A final benefit in the category of community building that was realized beyond the participant level was the opportunity for staff members to learn about populations with which they do not normally work. The intergenerational sessions afforded staff persons from the adult care program and teachers from the childcare program to become increasingly familiar with each other, which resulted in increased support of the literature program specifically and intergenerational contact in general. Such support from stakeholders is critical to the success of intergenerational programs (Pettigrew, 1998).

Discussion

As previously mentioned the RM approach emphasizes long-term goal development and contends that activities are a means of reaching specific results, rather than the focus of the program. The intergenerational literature project was an initial step in the process of developing a sense of community between child and adult day programs. Incorporation of the theory-research-evaluation-practice cycle has been utilized in future efforts to promote effective intergenerational exchange, as well as fill in the gaps in the existing IGP literature. Professors, administrators, teachers, and students of the university have collaborated to develop additional programs aimed at community building between facilities. Recent collaborative efforts include an ongoing, mixed method research program designed to enhance community capacity between the shared site programs. Related to this project, an IGP orientation manual designed to assist in cross-training has been developed. Undergraduate students have the opportunity to plan, facilitate, and evaluate intergenerational opportunities as part of a research team. Administrators, staff, professors, and graduate students affiliated with the two programs have organized a study group to discuss issues and concepts relating to IGP, while others have obtained an intergenerational specialist certificate from Generations Together. The exploratory qualitative inquiry described above has served as a foundation for diverse, ongoing efforts to build and sustain this intergenerational community, which previously shared little more than an address.

The effort to establish intergenerational community is still in its infancy, but the Results-Management approach has directed this collaborative process towards a specific and mutually agreed upon goal. The long-term outcomes associated with this theoretically driven approach to intergenerational exchange remain to be seen; yet individuals who have witnessed the evolution of the intergenerational community continue to be inspired by the special older adults and children who comprise the program.

Table 1. *Stories and Discussion Questions used during the Intergenerational Literature Program*

Story and Author	Discussion Question	Possible Extension
On Grandpa's Farm by Vivian Sathre	Has anyone lived on a farm? What kinds of things did you have to do?	Make scarecrows together or take a field trip to the sheep barns.
My Great Aunt Arizona by Gloria Houston	Arizona likes to visit places in her imagination. What faraway place would you like to visit in your mind?	Reminiscence activity about the adults' school days.
Papa's Lucky Shadow by Niki Daly	Who has heard music like this before? Does anyone here like to dance?	Play music from the time period as participants enter room. Community dance.
Uncle Willie and the Soup Kitchen by Dyanne DiSalvo-Ryan	Has anyone here ever had a chance to help somebody else? What did you do?	Make soup.
Grandpa's Soup by Eiko Kadono	What kind of soup do you like? How do you feel when you share?	Make soup.
Miss Rumphius by Barbara Cooney	What kinds of things do you do with your family? Has anyone ever done anything that has made the world more beautiful?	Plant flowers or do an activity that is initiated by the group to make the world more beautiful.
Chave's Memories by Maria Isabel Delgado	Does anyone have a favorite thing to do at their grandparents? Does anyone know a good storyteller? What kind of stories does he/she tell?	Storytelling and sharing of grandparents' photos.
Borrowed Hannukah Latkes by Linda Glaser & Nancy Cote	When do people eat latkes? What do you eat at your special celebrations?	Make and eat latkes.
When I Am Old With You by Angela Johnson	Is there someone special you enjoy spending time with? What do you do together?	Intergenerational walk.
Wilfred Gordon McDonald Partridge by Mem Fox **We used this one ONLY with the children prior to beginning IG activities.	What is one of your favorite memories? What would you put inside a memory box to help you remember?	Create a memory book of intergenerational programming.

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A Comparative Study Of Children's Fears And Fear Displays In Canada And Australia: What Are They Afraid Of and How Do They Show It?

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Abstract

While a number of emotions are considered to be innate or present from a very early age, the way they are understood and displayed is determined by social and cultural as well as biological factors. Adults or "expert others" from the environment in which children live can facilitate young children's development of emotion understanding and display. Yet adults do not always recognise emotion and emotion display in children.

This paper discusses a cross-cultural study of the emotion of fear. In Canada and in Australia caregivers were asked to name fears that preschool-aged children (3-5 year olds) experience, and to describe how these children show fear. While some differences were found in fears and fear displays, a much greater difference was found in their incidence. For example, 55% of Canadian caregivers reported young children to have a fear of loud noises, whereas only 11% of Australian caregivers reported this fear. Forty-five percent of Canadian caregivers reported that children display fear through their body language, while only 10% of Australian caregivers reported this fear display. Issues of similarity and difference in fear and fear display as reported by caregivers in both countries are examined and recommendations made for early childhood pedagogical practice.

There are about 400 words for emotion in English, and many words in other languages that name emotions for which there are no English equivalents.

Introduction

Emotions play a significant role in our lives. When we look at any situation, we gain information not only from the facts of the situation, but also from how we and other people feel and respond to it. Emotion expression, regulation and understanding are linked to and develop alongside cognitive processes, and play as important a role in human development (Rodd, 1999). In this article the term Emotion Education is used in a similar way to the terms, Values Education, and Peace Education – in other words, it refers to education about the emotions. While the importance of emotions to development is becoming more widely recognised, there has been a lack of research and information about the role of culture in children's emotion understanding and behaviour (Cole, Bruschi & Tamang, 2002). This research hopes to present some insight through a study of fear and fear display in preschool-aged children in Canada and in Australia.

Emotion and Culture

A number of emotions are considered to be discrete, innate and universal (Ekman & Friesen, 1975; Moore & Isen, 1990). They have both personal functions, such as to help us to monitor events, configure mental resources and make us ready for action (Oatley in Parrott & Harre, 1996) and social functions, such as to signal changes to social interactions with others (Oatley in Parrott & Harre, 1996, p. 312), to appraise situations (Crawford et al, 1992), and to confirm societal roles and values (Frijda and Mesquita in Kitayama & Markus, 1997).

Any particular emotional state is meaningless unless it is placed in a cultural context, where meaning is provided by cultural rules, constructs and language (Harre & Parrott in Parrott & Harre, 1996). Embarrassment, for example, contributes to social control by providing a disincentive for violating the social consensus.

People's emotional lives are very much influenced by the culture to which they belong (Ellsworth in Kitayama & Markus, 1997). Some similar patterns of expressive behaviour occur across cultures (Ellsworth in Kitayama & Markus, 1997; Laird & Apostoleris in Parrott & Harre, 1996), but there are cross-cultural differences in beliefs about emotion display and the appropriateness of various emotion displays. Cultures tend to define the kinds of situations that call for par-

ticular emotions and the kinds of emotion displays that will be recognised and experienced, based on the group's social behaviour (Markus & Kitayama in Kitayama & Markus, 1997; Moore & Isen, 1990). Language plays a part in this. There are about 400 words for emotion in English, and many words in other languages that name emotions for which there are no English equivalents. Other groups, such as the Taiwanese work with approximately 750 emotion words, yet there is an absence of emotion words in the language of the Ommura people of Papua New Guinea (Bamberg, 1997).

Children's understanding of emotion and expression develop alongside other areas of development and within a cultural niche that includes the physical and social setting, and customs and beliefs about child care and development (Cole, Bruschi & Tamang, 2002). Crawford et al (1992) state: *"Emotions are produced in [children's] interaction with others and much of this interaction is likely to be with adults – parents, teachers, nurses – although sometimes 'others' may be involved"* (p. 123). Yet there is a worldwide trend in the current generation of children to be more troubled emotionally than the previous generation; more lonely, depressed, angry, unruly, nervous, prone to worry, impulsive and aggressive (Goleman, 1995). Goleman (1995) notes that as adults *"we leave the emotional education of our children to chance, with ever more disastrous results"* (pp xii – xiv).

Emotional Literacy and Fear

An alternative, particularly within the education system, is to educate the heart as well as the mind. This is often deemed "emotional literacy" or "emotional intelligence": learning to understand one's own and others' emotions and to express emotion in an appropriate way.

Emotional literacy develops as the product of cultural learning and knowledge. *"As the child comes to use the language and to participate in the culture, the affective [emotional] element becomes so locked in with the knowledge that it requires such major institutions as schooling, science, and a written language to create a new set of rational concepts that can be operated upon by those famous (but non-natural) rules of right reasoning"* (Bruner in Bearison & Zimiles, 1986). Part of children's developmental task is to learn the appropriate emotional repertoire suitable to the culture in which they live (Moore & Isen, 1990).

While the types of fears reported in Canada and in Australia were similar, incidence of the fears reported were similar for a few fears, but quite different for others.

This research examined the emotion of fear in two cultural contexts, Australia and Canada. While these cultures share a common language, they differ in a number of cultural practices. Melles humorously asks, *"How many Canadians put food on the barbie? Then again, Australians don't sit on the chesterfield,"* but continues on a more serious note: *"The confusion for people moving between seemingly similar cultures where English is spoken usually arises because they are simply not prepared for the difference in culture and communication"* (p.1).

Fear became the focal emotion of this study for a number of reasons. First, fear has both positive and negative impacts on children, but its negative effects can impede self-esteem, as well as cognitive and social development, and these problems can carry through to the adult years (Sorin, 2002). Second, fear can be used as a form of social control, particularly in child rearing, where it is a means of controlling and limiting behaviour. Fear of punishment in the school setting has long been viewed as an effective means of discipline (Crawford et al, 1992). So, how teachers recognise and respond to fear often helps to determine children's development of emotional literacy. This also applies to other emotions, in that recognition of and response to emotion displays helps children to form their understanding of emotion.

For adults who work with and relate to young children, awareness of situations that elicit fear, ways that children display fear, and ways of responding to fear can lead to a richer understanding of fear and indeed of all emotions. Looking at these issues cross-culturally not only gives insight into another culture's ways, but may also provide a forum through which cultures can learn ways to facilitate better practice in emotion pedagogy from each other.

The Study

Research was conducted in urban settings in Canada and Australia. In each country, four preschool (education and care for 3 to 5 year olds) settings were included: an independent, community-operated preschool, a preschool attached to an elementary school, a preschool room in a long day care setting, and an Indigenous preschool. The populations of each venue ranged, from Indigenous children to children of families who had lived in each country for a number of generations, to migrant children, who were either born in another country or whose parents were born in another country and migrated shortly before their births. This is noted since cultures of origin could have an effect on the issues of fear and fear display as perceived by caregivers. Caregivers (trained and untrained adults working in each venue) were also from a variety of cultural backgrounds, and this could affect what and how they perceived fear and also how much of this information they would be willing to share in an interview. For these reasons, similar early childhood venues were chosen and similar numbers of caregivers were surveyed and the results

are discussed based on the whole group response. Future studies could examine more closely each of these cultural groups within one country, however this research took its focus on comparisons across the two countries.

Caregivers in each of the 8 preschool venues were interviewed, totalling 20 caregivers in Canada and 21 caregivers in Australia, using a series of open-ended questions about children's fears and fear displays, and caregivers' responses to children's fears. This paper compares children's fears and fears as reported by caregivers in Canadian and Australian settings. In Australia, caregivers were also given an emotion survey and some of the items on the survey listed specific fears, such as a fear of being left at preschool. This may have suggested some fears to Australian caregivers, and this fact must be considered when examining the results. All participants are referred to by pseudonym only.

Findings

Caregivers in both countries were asked to report issues and events that caused fear in their preschool-aged students. The types and particularly the incidences of fear reported varied considerably between Canada and Australia. For example, in Canada, 55% of caregivers reported a fear of loud noises while only 11% of Australian caregivers reported this fear. The most widely reported fear in Australia was a fear of preschool, with 59% of caregivers reporting this fear while no caregiver in Canada reported this fear. The top ranking fears reported by caregivers in Canada and Australia are listed in Table 1.

Similarities

While the types of fears reported in Canada and in Australia were similar, incidence of the fears reported were similar for a few fears, but quite different for others. The three fears whose incidences were most similar between countries were: fear of separation from the primary caregiver, fear of strangers and fear of insects.

Separation from a primary caregiver, whether that is a parent or the adult in the preschool who is the identified "primary caregiver" of particular children, was reported similarly in both countries, with up to thirty percent of the caregivers in each country reporting this fear. Australian caregiver, Kelly, said *"the most obvious [fear] is separation anxiety, the fear of being left alone."* This was echoed by Canadian caregiver, Annette, who said she had observed *"a lot of separation anxiety if there's a new staff person or a new person that comes into the centre. We have some maintenance people that come in. There is a fear particularly of men. Some children are looking at the person and going towards the caregiver for that comfort and that reassurance that it's okay."*

As demonstrated in Annette's comments, separation from primary caregivers can often be linked with a fear of strangers. About 1/3 of Canadian and Australian caregivers similarly reported this fear. Australian caregiver, Laura, noted, *"once in a while you find a child who responds really obviously if a stranger comes in the room or if a man comes into the room. Their reaction can be quite obvious that that's a fearful situation."* Annette added, *"Whether strangers or sometimes a parent can be scary for children… could be the approach like the way they're approaching them but you can see children sort of feeling fearful."*

The third similar incidence of fear reported by caregivers in both countries was a fear of insects. In Canada, this fear was reported by 20% of caregivers and in Australia by 15%. In Canada, this tended to include flies, spiders, bees, moths and butterflies, while in Australia, with a more temperate climate and ultimately more time spent outdoors, this fear was more focused on spiders, some of which are poisonous. Interestingly, a Canadian caregiver noted that with a child who was afraid of spiders, *"I had picked up the spider and let the spider crawl on me and showed her that it was kind of tick-*

ling and there were lots of other children that she could see that were interested." Yet in Australia, a response to spider fear was quite different: *"We go and have a look at the spider and talk about spiders and also try and say 'We're very big in comparison to that spider and he's going to be really, really scared of us as well. And he wants to just get away from you rather than hurt you.' But then also to allay the concerns that you don't play with spiders because there are spiders in Australia that bite and can hurt you. So you've got to be careful and respect them as well."*

Other fears that were reported similarly in Canada and in Australia were the fear of getting hurt and fear of the dentist, with approximately 5% of caregivers in each country reporting this fear.

Differences

While fear of separation, strangers and insects was reported in similar proportions by Canadian and Australian caregivers, a number of other fears were reported very differently between the two countries.

In Canada, fear of loud noises was reported by 55% of caregivers. Canadian caregiver, Hayley said, *"When we have the fire drills, the alarm sounds off for them. It really upsets the little guys if they're not expecting it."* Yet in Australia, only 11% of caregivers reported this fear. The second most reported fear in Canada was a fear of dogs, with 35% of caregivers noting this. Other animals, such as cats, birds and squirrels were reported by 25% of Canadian caregivers as fears they had noticed in preschool-aged children. Yet in Australia, only 13% of caregivers reported fears of dogs or other animals, such as snakes or lizards. There are no squirrels in Australia, and animals such as snakes and lizards are a common occurrence in the environment. In Canada, snakes and lizards are more commonly seen in a zoo or restrained animal environment.

Table 1.
Top ranking fears reported by caregivers in Canada and Australia

Canada		Australia	
Loud noises	55%	Preschool	9%
Dogs	35%	Teasing	39%
Strangers	35%	Strangers	32%
New experiences	35%	Separation from primary caregiver	26%
Separation from primary caregiver	30%	New experiences	24%
Monsters, masks, clowns	30%	Punishment	2%

Table 2: Comparative Fear report conducted in Canada and Australia-using Sorin's Fear Categories (2002)

Fear Category	Examples	Canada		Australia	
Fear of Separation from Attachment Figure	Fear of school/ preschool Fear of being lost Fear of being alone Fear of being left with a babysitter	Fear of separation	30%	Preschool (separation from parents) Separation	59% 26%
Fear of the Unfamiliar	Fear of strange people, places and objects Fear of the dark Fear of loud noises	Strangers New experiences The dark Loud noises	35% 35% 20% 55%	Strangers New experiences The dark Loud noises	32% 24% 9% 11%
Fear of Being Harmed	Fear of injury accident, illness or death Medical fears Fear of deep water, fire, carnival rides and burglary Fear of heights or falling from high places	Getting hurt Heights	5% 15%	Accident, illness, death Doctor, dentist, hospital Heights	7% 13% 2%
Fear of Failure, Criticism and Embarrassment	Fear of being teased Fear of being in a fight Fear of making mistakes Fear of adults arguing	Embarrassment	5%	Teasing Fighting Adults arguing	39% 9% 4%
Fear of Insects or Animals	Fear of spiders or other insects Fear of snakes Fear of dogs, cats, bats, etc.	Dogs Animals Insects	35% 25% 20%	Dogs/Animals Insects	13% 15%
Fear of the Intangible	Fear of bad dreams or nightmares Fear of ghosts, monsters or spirits	Monsters, masks, clowns	30%	Bad dreams, nightmares Ghosts, monsters, spirits	17% 15%

Table 3. Comparison of fears display reports by country

Cry	70%	Cry	67%
Verbalize	50%	Verbalize	29%
Withdraw and hide	35%	Withdraw and hide	71%
Body language	45%	Body language	10%
Get close/ cling to adult	25%	Get close/ cling to adult	38%
Scream/ vocalize	10%	Scream/ vocalize	29%

New experiences, such as field trips to new places, were also reported as a fear by 35% of Canadian caregivers. Canadian caregiver, Sheila described a field trip the class had taken to a fire station: "*One little girl, coming back from the fire station, had nightmares for a couple of weeks, scared that her house was going to catch on fire.*" In comparison, only 24% of Australian caregivers reported this fear. Reasons for this difference could be the number of excursions taken by each group or the way children are prepared for excursions. Other fears more widely reported in Canada than in Australia, were fear of monsters and fear of the dark, with twice as many reports in Canada than in Australia. This might suggest different messages coming to children from other people, or the media in each country. Fear of heights was much more prevalent in Australia, with 15% of Australian caregivers reporting this fear as compared to 2% of Canadian caregivers. This may be partly due to children in Australia spending more time outdoors and often gaining confidence with hills and steep terrain.

Australian caregivers' incidence of reporting fears of failure, criticism and embarrassment was far greater than their Canadian counterparts. While an emotion survey item presented to Australian caregivers included fear of teasing and punishment, 39% of Australian caregivers reported that preschool-aged children are afraid of being teased and 22% reported that they are afraid of punishment. Neither teasing nor punishment, were suggested as fears by Canadian caregivers, although one reported a fear of embarrassment and another a fear of the teacher not liking the child. Perhaps if these items had been explicitly mentioned the Canadian figures might have reflected this. See Table 2.

The fear items that Canadian caregivers reported more strongly than their Australian counterparts were fear of loud noises, fear of new experiences, fear of dogs and other animals, fear of monsters

and other intangible things, fear of the dark and fear of heights. This is despite their mention in the Australian caregivers'emotion survey. This may suggest that Canadian caregivers are more aware of young children's fears or that children in Canada actually do have a wider range of fears than children in Australia.

Other fears more widely reported in Canada than in Australia, were fear of monsters and fear of the dark, with twice as many reports in Canada than in Australia. This might suggest different messages coming to children from other people, or the media in each country.

Fear Displays
Both Canadian and Australian caregivers were asked to describe how children show fear. In neither case was there a survey item that described various fear displays, yet for the large part similar responses were elicited. They were: crying, verbalizing, withdrawing and hiding, body language, clinging to an adult, and screaming or vocalizing. The difference, as with fears themselves, was the extent to which each response was reported by caregivers in both countries. Table 3 compares fear display reports by county.

While a great percentage of both Canadian and Australian caregivers reported that children show fear by crying (70% and 67%), the extent of other fear displays varied considerably between countries. Canadian children were reported as more likely to verbalize

or use body language to show their fear, while Australian children were reported to more likely withdraw and hide, get close to or cling to an adult, or scream and vocalize.

Fifty percent of caregivers in Canada reported that children verbalize, or talk about their fears. Linda, a caregiver in Canada, said: "*Depending on their age and if they have language and social skills, they might tell you [about their fear].*" This is compared with only 29% of Australian caregivers who reported this fear display. Alternatively, 29% of Australian caregivers reported that children scream or vocalise to show their fear. Australian caregiver, Helen, said that children show their fear by "*crying, getting upset and screaming.*" While only 10% of Canadian caregivers noted this fear display, it was often related to a lack of language skill. Canadian caregiver, Tina explained, "*the child who is afraid of dogs is actually a child who doesn't have much speech, so he's not telling us with his words. He's making a noise, showing us he's afraid.*"

Forty-five percent of Canadian caregivers said that children show fear through their body language, yet this was only reported by 10% of Australian caregivers. Canadian caregiver, Paula, noted "*Usually you can tell [that children are afraid] by their body language, their face.*" Canadian caregiver, Carrie added: "*Sometimes you can just tell by a certain child's reaction that they're nervous. They...do some physical thing like hold onto their mouth, or pace...If they have a look of fear or nervousness, you can tell they want to say something or do something and they're just trying to figure what to do at that time...so it's usually something in their physical characteristics.*" Yet one of the very few mentions of body language as a way of showing fear in Australia came from caregiver, Liz, who said that children showed fear "*through verbal and non-verbal cues and it also comes out through their body language.*"

According to caregivers' reports, Australian children were more prone to withdraw and hide, and to get close or cling to an adult. Seventy-one percent of Australian caregivers said that children show fear by withdrawing and hiding, while only 35% of their Canadian counterparts mentioned this fear display. Likewise, 38% of Australian caregivers reported that children who are afraid get close to or cling to an adult, while only 25% of Canadian caregivers reported this fear display. Canadian caregiver, Brad said, "*they'll hold onto a leg or grab onto an arm for some reassurance that things are going to be okay.*" Australian caregiver, Kelly reported that children display fear "*either with lots of crying or clinging to parents. Or sometimes when children are withdrawn, reluctant to join the group, scared to become part of the larger group.*"

Conclusion

While young children in Canada and in Australia experience a number of similar fears, there are variations in the extent to which they experience them. While both groups seem to be similar in the extent to which they experience *the fear of being harmed and fear of the intangible*, Canadian children are reported to experience *fear of the unfamiliar and fear of insects and animals* to a much greater extent than Australian children. Conversely, Australian children are reported to experience *fear of separation from attachment figures* and *fear of failure, criticism and embarrassment* to a much greater extent than their Canadian counterparts.

For the most part fear displays are similar in both countries. It is the extent to which they are used or noticed that varies. In both countries the majority of caregivers reported that children cry when they are afraid. However, in Canada children are reported to verbalize their fear and use body language to display their fear to a much greater extent than was reported in Australia. In Australia, children are more widely

reported to withdraw from the feared situation and to hide or cling to an adult much more so than children in Canada. This could be due to children being more encouraged to express themselves verbally and through body language in Canada, or to differences in the way that caregivers recognize children's fear displays in the two countries.

This study was undertaken to determine whether young children experience and display fear in similar ways cross-culturally, or whether there are differences. Through insights gleaned from this research, it is hoped that caregivers can expand their understandings of what young children are afraid of and how they might express their fear. Through this richer understanding of issues, we can anticipate better pedagogical practice in response to children's emotions.

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Linguistic Diversity In Early Childhood Education: Working With Linguistically And Culturally Diverse Children

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Abstract

In this article, linguistic diversity as it relates to early childhood contexts is explored. By way of background, macro and micro profiles, illustrating the linguistic variation within Canadian society, are presented. A brief overview of how minority language groups are viewed is provided. The main focus is on the implications of linguistic variation for early years professionals, who face the challenge of responding to the ever-increasing number of Linguistically and Culturally Diverse (LCD) children in their care. General perspectives and recommended practices are included to assist early years professionals in providing a culturally sensitive learning environment for these children.

Linguistic Diversity in Canada

Canada can be described as a country of linguistic and cultural diversity where notable differences in language use, language knowledge and language experience are evident. On the international stage, Canada has a reputation of being "the world's most multicultural society" and has been described *as diverse, tolerant and successful* (Beairsto & Carrigan 2004). While English and French are recognized by the Official Languages Act and have protection in the Canadian Constitution, there is a significant number of minority-language speakers in Canada. This category is referred to as non-English, non-French or non-official language speakers and includes the 53 Aboriginal languages and dialects.

Language data from the 2001 Canada Census shows us that 17.5% of the population of Canada or 5.2 million people reported a mother tongue other than English or French. This represents an increase of 1.5% from the 1996.

Minority Language Facts

- Almost 80% of the 1,830,0680 immigrants who came to Canada between 1991 and 2001 reported a non-official language as mother tongue (MT) in the 2001 Census.

- Immigrants who arrived between 1991 and 2001 were especially attracted to Canada's three largest metropolitan areas: Toronto, Vancouver, and Montreal.

- Ontario had the highest proportion of individuals (52%) who spoke a non-official language at home in 2001.

- Toronto had the highest proportion of individuals (35%) who spoke a non-official language at home in 2001.

- Almost 2 out of every 10 persons in Canada speaks a language other than English or French.

- Chinese is Canada's most common language spoken at home after English and French. It has moved from second to first place as the most frequently reported non-official mother tongue (MT) among Canadians, surpassing Italian.

Linguistic Diversity in Canadian Schools

The complexity of the multicultural environment within schools creates challenges and requires change. (Beairsto & Carrigan 2004)

The national minority-language profile described above is reflected in the student population of Canadian schools. The following language data comes from one of the largest Canadian school boards, the Toronto District School Board (2003):

- More than 80 languages from all over the world are represented in the schools.

- 41% of elementary school children have a language other than English as their mother tongue.

• 25% of elementary school children were born outside Canada in more than 175 countries.

• 46% of kindergarten children come from homes where Standard English is not the language of communication or is not the home language.

How Minority Language Groups are Viewed

The question which follows the above linguistic diversity profile is: "How does the majority language population view persons who live in Canada and speak a language other than English or French?"

Dr. Jim Cummins, from the Ontario Institute for Studies in Education, University of Toronto, who is one of Canada's experts on minority language issues, describes three different ways minority language groups have been viewed (Cummins 1981, 1990).

The first view is described as *problematic* or *isolationist* where diversity is viewed as a problem and a very real threat to the identity of the dominant society. According to this view, minority language speakers should be isolated from mainstream society. The second view is an *assimilationist* one, whereby those who do not speak the dominant language should be "melted into" mainstream society. The *assimilationist* view discourages minority language speakers from maintaining their mother tongues. To be accepted by the majority culture, the *assimilationists* state, one must abandon any allegiance to the native language and ensure that children learn and use the dominant language in all contexts.

Results from studies have shown that the above two approaches can have negative, at times disastrous consequences for children and their families. Suggestions to renounce one's native language, it has been shown, violate children's rights and lead to the destruction of language and culture. The destruction of a home language, in turn, results in the breakdown of family relationships.

This view has been supported by His Excellency John Ralston Saul (2003) who believes that *"when a we lose a language, a door closes"* and who emphasizes strength in diversity and the need to support and embrace the complex fabric of our Canadian population.

The third view of minority language speakers is characterized by *tolerance* and *acceptance*. In this view, the language and culture of minority language speakers are considered a societal enrichment, which should be promoted. When early years professionals adopt such a view, Cummins argues that children experience personal and educational gains. Minority language acceptance and promotion in the school context helps develop the mother tongue and improves children's acquisition and performance in the majority school language. To reject a child's home language, which is "fragile and easily lost in the early years of school", Cummins concludes, "is to reject the child" (Cummins 1990, 2001).

The *tolerance/acceptance* view, should serve as a guidepost for all persons who are responsible for the care and education of these children. The adoption of such a view will be reflected in a culturally sensitive environment where the price of learning the host language (English) will not be the erosion and loss of the mother tongue (Wong Fillmore 1991).

The following suggestions address the question, which should be in the forefront of curriculum preparation for classrooms with linguistic and cultural diversity: "How can I provide a culturally sensitive learning environment for the these children in my care?"

General practice
A starting point in this work should be an understanding of the centrality and importance of their home contexts. Sensitivity to the child's language, culture and family experiences will not only help in the transition from home to

school, but will serve to bridge these two contexts as early years professionals and parents of LCD children work together.

What follows is a list of general suggestions. The underlying theme of the suggestions is the centrality and importance of the wide range of children's family and home experiences. The suggestions are intended as a first step in planning, where the early years professional makes a commitment to the preparation of a culturally sensitive environment for all the children in her/his care.

• Make support of linguistically and culturally diverse children a program priority.

• Respect the language and the culture children bring to school.

• Make each child feel special, wanted and accepted.

• Believe that each child's language and culture are worth preserving and enriching.

• Remember that linguistic and cultural differences are part of individual differences.

• Make allowances for the adjustment and transition of children who are experiencing a home-school language mismatch.

• Believe that cultural diversity is a worthy goal.

• Adopt CCC or cross-cultural communication, which refers to the sending and receiving of messages, both verbal and non-verbal, between people of different languages and cultures.

• Emphasize similarities before talking about differences.

• Assist those children who are having difficulty in adjusting to the new language context.

• Be prepared for feelings of bewilderment, rejection and isolation.

- Do not make hasty decisions or conclusions about children's language abilities or behaviors.

- Maximize the children's linguistic and cultural backgrounds as a basis for curriculum planning.

- Modify children's negative attitudes toward different languages and cultures. Young children's racial attitudes are much more easily modified than those of older students and adults.

Learning English is very important but it is not a priority when LCD children enter the classroom. Time for a gradual adjustment, the creation of a happy and accepting atmosphere will naturally lead to the understanding and learning of English. Support and encourage first language use - this will result in mastery of native language and better preparation for learning English.

Encourage and welcome children's questions and comments about race, gender, age, ability, culture, religion and language.

Recommended Practice

The recommendations that follow come from two sources: classroom experience and direct observation. Some were used with children of linguistically and culturally diverse backgrounds in inner-city Toronto (Toronto Catholic District School Board) schools by the author. Others were observed and documented by the author during consultative visits in Toronto Kindergarten and Primary level classrooms. When adapted and modified to age and context, the recommendations can help LCD children adjust socially and succeed linguistically and academically.

For additional suggestions and recommendations see Beaty 1997; Cech 1990; Graeme and Fahlman 1990; Hill 2001; Klein and Chen 2001; Murphy Kilbride 1997; Robles de Melendez and Ostertag 1997; Rotlein and Wild 1993.

Celebration: moving beyond the holiday approach

Multicultural concepts are too often limited to "special times" such as Christmas, New Year and African Heritage Week. While these activities, celebrations and events are enjoyable for children, such a "holiday approach" is limiting for a number of reasons:

(a) It can trivialize cultures and customs by presenting them as novel or quaint.

(b) It represents a "part time" approach, whereby attention is given to cultural issues *only* in relation to "special days".

(c) A "holiday approach" tends to be *descriptive* only with focus on three external aspects of culture: food, fashion and festivals.

It is therefore important to go beyond the "holiday" and help the children understand not only the *what*, but also the *how* and the *why* of diversity. This means that language/culture issues become a core part of the curriculum.

Music

Music is an easy and rewarding way to link the world of the LCD child and her new English-speaking environment. Ask each LCD child to bring a music sample from home. If this is problematic, you will find a good selection in the local Public Library. Use the CDs for background music as the children enter the class in the morning, during activity and/or rest time. Also, use the CDs for movement activities.

Art

A *cross-cultural mural* is a group or class project, which includes painted pictures, photos, postage stamps, magazine cut-outs, signs and greetings. Each group attempts to include some aspect of their personal/cultural identity. Include the children in all aspects of planning. Don't forget to include your own personal contribution!

Food

Young children are fascinated with food. This fascination should be used to teach them the cultural differences of eating. Walk to the local grocery shop and buy a food item, which is culture-specific. This should generate discussion and end with a snack!

Geography

Prepare an age-appropriate *map* of the world showing country of origin of LCD children. Don't forget local, majority children. Their place of birth is just as important, even if it is a familiar Canadian city or town.

Mark a *globe* with pins indicating country of origin of all the children in your group. Talk about distance, separating bodies of water (oceans) and landmasses (continents, countries).

Have an age-appropriate *flag-making* session. This will integrate a number of subject areas: geography, history, art (color, design) and math (fractions). Display the results. If the children feel ready and willing ask them to prepare a short presentation about their country, language, music and/or traditions. This can be accompanied by traditional dress and music.

Clothing

Ask the children to bring in family photos. This could lead to a discussion of various clothing traditions, routines and customs. Emphasize the similar (e.g. footwear) and then explore the differences.

Community

Make contact with parents and community members to better understand your LCD children. Extend an invitation to parents and members of the community.

Prepare a monthly *Newsletter*, which will inform parents about class activities, themes, events and happenings.

Prepare a *"Welcome Sheet"* outside your door using a large white sheet and paints: for younger children: thumbprints, handprints, footprints

Language

Learn greetings and farewells in the language of each LCD child. Ask the children to help you with pronunciation. This will show them two things:
(a) they are important to you
(b) that you too, are a learner

Ask the children to bring in magazines and newspapers written in the different languages represented in your group. Examine these together as you discuss similarities and differences.

Alphabets of the World   Δ η λ   β Β ∂ τ ∨ ℜ

Prepare an *Alphabet Chart* showing writing systems of your LCD children.

Multilingual Picture Card Game

With the children, prepare picture word cards, (using familiar objects) for each of the languages represented in your group. Allow the children to use the cards in their own creative ways. Their ideas and rules will surprise you!

English	⌂	bell
French	⌂	la cloche
German	⌂	die Glocke

Literature

Encourage parents to share books in their native language with their children on a regular basis.

Find translations of stories from "other lands" and share these with the children. A knowledgeable children's librarian will help you.

Exposing children to the literary heritage of represented cultures helps them develop:
(a) a world view
(b) an awareness of different languages and cultural backgrounds
(c) a better understanding of themselves and their relationship with others
(d) tolerance and acceptance

It is important to read each book presented to children ahead of time for three reasons:

(a) you will be able to judge it's suitability
(b) you will be able to think through follow-up activities
(c) you will not find yourself in the unpleasant (and un-pedagogical) situation of abandoning the book in front of the children

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Guidelines for Choosing Appropriate Multicultural Books (Beaty 1997)

1. A balance of books showing different facets of each culture.

2. A balance of books showing past and present.

3. A balance of simple folk tales and contemporary stories.

4. Books with detailed illustrations not oversimplified stereotypes.

5. Books with language or dialect showing respect for the culture.

6. Books with characters that children can identify with.

7. Books with characters from different cultures in one story.

Conclusion

The ever-increasing number of minority-language speakers in our cities tells us that *diversity is the norm* and that working with LCD children is a challenge for *all* Canadian early years professionals. Providing an accepting and warm environment for these newcomers is a new and challenging task and must become a significant part of program preparation.

This article has briefly described the presence of minority-language speakers in Canada and in Canadian schools. The suggestions provided need to be modified and adapted to specific diversity contexts. Minority language children who are welcomed and respected will grow in two (or more) languages, flour-

ish socially and perform well in school. Such children will be proud of their heritage, tolerant and accepting of the differences around them, and ready to contribute to Canadian society and participate fully in our pluralistic world.

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Yesterday I Talked With My Child
Language Development in the Very Young Child

Otto Weininger

As you looked at the title of my talk, some of you may have noticed the similarity to the title of Grateen Gelinas' play, "Yesterday the Children were Dancing". This similarity is quite intentional: as the play deals with the tragedy of childhood rebellion, family disintegration, and cultural deterioration, part of what I have to say also deals with the possibility of these kinds of tragic events.

As all of us are painfully aware, we live in a frightening time, a time when the present is shaky and the future is eroding rapidly. Educators, psychologists, sociologists, ecologists – all are sounding the death knell of the extended family, the decay of the urban center, the disintegration of the school system, the degradation of the biosphere. We in Canada are also aware of the need to define, to nourish, and to protect a national identity in the face of these awesome international dangers. Sometimes it seems to me, as I'm sure it must seem to you, that the struggle is hopeless, that civilization as we have come to know it will soon go the way of the brontosaurus. And perhaps there is little that any of us can do to stop worldwide trends, to stall effects whose causes are generations behind us. But on a sunny morning, when I talk with my children at breakfast and see the world once again with their unclouded vision, I know that to be human is to continue to try to change the world of which we are a part.

We are especially lucky because we work with young children. It is far easier to be hopeful with the young and the unsullied than with the elderly or the discouraged; and because they are young we have a terrible need "to make is all better" for them – the need we share with all humanity stretching back half a million years to the first toolmakers.

We need to be idealists, those of us who work with the young, but we need also to be realistic about what is possible. I would like to talk specifically about some of my ideas about the development of language in children. This is an area which has indeed a fair measure of controversy in terms of differing theories of language acquisition. This in turn leads to widely variant theories of how best to encourage, speed up, enrich, reinforce, re-educate, or capitalize on language skills. This is also an area in which we in Canada have for too long been uninterested bystanders, accepting both theory and practice from other cultures, predominantly American, and allowing ourselves and our children to fall prey to whatever method was currently pedagogically popular.

I feel that it is imperative that we take a close look at what the development of language in children is really all about, and then take a firm position *of our own* which reflects the needs of Canadian children and families, and set about encouraging parents and teachers of the young to focus on these needs. There may not be any way we can change the whole world, even with the magic of the young child, but we can certainly work productively to change the way we think about our children's language development and the way we talk with our children.

There is another aspect of language development which I wish to emphasize through this paper's title. "Yesterday I talked with my child" means words and feelings were a part of my child's world before he was born or even conceived. All of us are surrounded by words – words of love lead to our being created and words of praise herald our arrival. Anthropologists have long labeled man as the toolmaker: to just as great an extent, man through the millennia has been the word-maker. Our development as a species, no less than our development as individuals, has been contingent upon the need and the ability to communicate – through touch, vision, action, and words – with other human beings.

Before discussing theories of language acquisition, I should like to review briefly the positions of early language development in children (Eisenson, Auer, Irwin, 1963).

Undifferentiated crying. The first reactions of the newborn infant to his environment are mostly reflexive, total bodily responses to nervous stimuli within him and changes within his environment. The baby arrives in our world with "an already complex development behind him, possessed with an array of function operating in ways that are peculiar to him, and actively making a contribution of his own" (Lewis, 1971). The infant has already shown the results of the interaction between his genes and his environment which gives him some kind of adaptiveness to his world.

At this stage the infant's vocalizations are cries. His first cries seem to be undifferentiated and may be mostly the response to changes in his internal and external environment. Along with cries we also see a twitching, a restlessness, a shaking, a global kind of movement which may start off as the moving of his head but gradually becomes a whole body movement. Perhaps the baby is protesting the numerous stimuli he is receiving which are not mediated through the mother's body and are therefore more intense for him. He needs to be firmly wrapped, to be held, to be rocked, in order to remove some of the threatening stimuli. Most infants don't know what they want, but they all respond to the removal of disturbing stimuli.

Sometimes the infant needs to feed, sometimes to be touched, and sometimes to be talked to. It is not very long before the mother learns to "distinguish in their context different kinds of crying, as she and her baby feel more at home with each other. The crying that in the very beginning may sometimes seem to be hardly more than a reflex action, a mechanical unburdening of stress, takes on a more human quality of distress that speaks eloquently to the mother's feelings" (Harris, 1969).

Differentiated crying. After the first month, the type of response varies with the situation, and the mother can begin to tell which cry is for hunger, which for pain, which for grief and sadness. The baby produces the sound with intention and the crying already has symbol value for the listener. The baby may, for example, start his cry for hunger with a loud beginning note followed by whimpers. The baby is able to make small throaty sounds along with variation in crying, and the mother's responsiveness to her infant's vocalizations will encourage differentiation and language development.

Babbling. During the second or third month, most babies enter the stage of vocal play. Sounds are produced, with increasing repetition in time; as time goes on, more of the sounds begin to resemble sounds in the mother's language. At the same time, the baby is showing responsiveness to the sounds he hears and to the feelings they reflect – he may coo, gurgle, or laugh in response to a pleasant, happy voice, and cry or stop his own vocal play in answer to an angry, loud, or unhappy voice. Many sounds that a baby makes while babbling will later be discarded if they are not included in the linguistic system of his environment.

Vocal play, as other kinds of motor play in the infant, is not only practice, but is also a source of much pleasure. I'm sure that all of you have watched a listened to a baby happily babbling, and discovering himself, listening to himself, and playing with sounds.

Lallation. This may be defined as the repetition of "*heard sound complexes*", and usually begins after six months of age. At first, the sounds produced are those the baby has produced himself in his babbling, especially those which are pleasurable. He crows, he makes sounds indicating eagerness, he listens to his own sounds. The baby begins to use sound-making in a manner which may be interpreted as showing his relatedness to events around him, to people and feelings he senses from their touch, their faces, their voices. Repetition of sounds, encouraged by his mother, and her language to him, helps him reach the next position.

Echolalia. This is the imitation by the infant of sound which he hears others make; generally he does not understand their language. This position usually begins in about the eight month.

Verbal Utterances. The establishment of conventionalized speech patterns as specific responses to socially presented stimuli usually begins at about twelve months of age. However, most babies say one word by ten months and certainly recognize their name when it is called, especially by mother.

Lenneberg (1969) points out that although children's language development always proceeds though these same stages, and this is regardless of what specific language the child produces eventually, the correlation between *motor development* and *language development* is much higher than that between age and language development. We will return to this important point a bit later.

Technically, then, this is the pattern of language development in children: the crucial question, however, is *how* this pattern comes to be, *how* children learn to talk. Put very simplistically, the theoretical split is between those who feel children are *born* to talk, like Chomsky (1959), Lenneberg (1969), and Pribram (1971), and those who feel children are *trained* to talk, like Skinner. Like the good old nature-nurture battle, this one is really rather pointless, because I think there is not real way we can ever separate out innate characteristics and the effect of the environment on human beings. Harlow found it difficult enough with monkeys (Harlow and Harlow, 1962).

I found the following quote interesting for the insight it gives us into the fascination this subject has always held for people:

…for I was no longer a speechless infant, but a speaking boy. This I remember, and have since observed how I learned to speak. It was not that my elders taught me words…in any set method; but

I, longing by cries and broken accents and various motions of my limbs to express my thought, that so I might have my will, and yet unable to express all that I willed, or to whom I willed, did myself, by the understanding which THOU, my God, gavest me, practice the sounds in my memory…And thus by constantly hearing words, as they occurred in various sentences, I collected gradually for what they stood; and having broken in my mouth to these signs, I thereby gave utterance to my will. Thus I exchanged with those about me these current signs of our wills, and so launched deeper into the stormy intercourse of human life…

This comes from the *Confessions* of St. Augustine, c. 400 A.D. The direction of much current theory and research in this field has been not so very far from that indicated by St. Augustine nearly 1600 years ago - in the direction of emphasizing universality and the existence of innate biological determinants of such universality. As Dan Slobin (1971) puts it, "To many psychologists the postulation of complex, genetically programmed perceptual and cognitive mechanisms is becoming more and more plausible - if not obligatory. The problem of accounting for human language acquisition has long been central in this debate, and it promises to continue to be so."

Lenneberg (1969) points out that language is specifically biological in foundation; however, he also thinks that certain aspects of the environment are absolutely essential for language development. He says there is "…a biological predisposition for the development of language that is anchored in the operating characteristics of the human brain. Man's cognitive apparatus apparently becomes a language receiver and transmitter…provided the growing organism is exposed to minimum and haphazard environmental events." It is at this point that I take issue with Lenneberg, as I don't feel that "Minimum and haphazard environmental events" are sufficient to ensure sound language development any

more than minimum food and shelter will ensure sound physical growth and good health. I shall return to this in detail later.

The most profound opposition to Skinner's psychological learning theory as postulated in his *Verbal Behavior* is that of Noam Chomsky: "On the basis of the best information now available, it seems reasonable to suppose that a child cannot help constructing a particular kind of transformational grammar to account for the data presented to him, any more than he can control his perception of solid objects or his attention to line and angle. Thus it may well be that the general features of language structure reflect, not so much the course of one's experiences, but rather the general character of one's capacity to acquire knowledge - in the traditional sense, one's innate ideas and innate principles." (Again the specific biological form).

Bruner (1972) approaches the question of maturation and language development form a slightly different angle and speaks of language as "an outgrowth of the mastery of skilled action and perceptual discrimination. These abilities sensitize and almost drive the child to linguistic development…Language springs from, and aids, action." So the baby does things first, then language follows, but lags behind the action. More action, and language catches up to action.

Perhaps the strongest single influence on the role of maturation in language development, and in cognitive development as whole, is the work of Piaget (1926, 1953). It is important to remember that Piaget is not a simple maturationist. He does not believe that the infant's developments unfolds solely as a result of some kind of physical maturation, as it seems that both Lenneberg and Chomsky do. He believes that the effects of the environment are very important; his account of the interaction is quite subtle and easily misinterpreted. His central theme is that an infant is active, not passive, that experiences do not just have an

effect on the child, but interact with him. The child interprets environmental events, and it is the interpretation, not the event, which affects his behaviour. *The child modifies the experience as much as it changes him,* creating his own reality in so doing. A real understanding of Piaget's work seems to me essential if we are really to understand the complexity of the interaction between the child and his environment which makes for language development.

It is obvious that the debate between those who take differing positions on the roles of innate and acquired factors in language development is far form over. The larger struggle between learning theory and cognitive psychology has already challenged much traditional psychological theorizing about the nature of human development. Eventually, I feel, a much more complex picture of the psychological nature of man will evolve, involving internal mental structures, genetic determinants, and the subtlety and richness of the environment provided by the nurturing human culture. I feel sure, however, that this picture will be only minimally determined by traditional sorts of reinforced stimulus-response connections.

I, personally, feel that many of the maturationists, especially Chomsky, Lenneberg, and Pribram, do not accord the influence of the environment, specifically the child-mother relationship, the strength which is its due. I agree with them that human beings are born with something which makes it possible for us to learn language; Slobin's (1971) position that the child has an innate processing mechanism for classifying and organizing linguistic information which he picks up from his environment seems to me to make good sense, and it is supported by many cross-cultural studies.

But I feel strongly that the sufficient condition for *any* development pattern to emerge and function effectively is the early mother-child interaction. The quality of this interaction has a profound effect on the communication competence

of the growing child. I am not alone in this thinking: I could probably spend the next hour (but I won't!) quoting to you from the works of others who are as concerned about this important concept as I am. It seems to me to be especially important in these days of increasing nursery and day care to look closely at the mother-child relationship which we seem too ready to abandon, both because of economic necessity and/or personal choice.

I should like to examine at some length some facets of the mother-child relationship as it affects language development, and then move on to some of the things we now know about why some children *don't* develop adequate language for communication.

MacNamara (1971) pointed out that it was unlikely that a baby could guess what his mother was saying unless there were other clues involved; that "…infants learn their mother tongue by first determining, independent of language, the meaning which a speaker intends to convey to them and then working out the relationship between the meaning and the expression they heard. In other words, the infant uses meaning as a clue to language, rather then language as a clue to meaning." This seems obvious, for long before babies understand the words we use, they respond to us with their bodies and voices because of the look on our face, the way we hold or touch them, and the sound of our voice - intonationally, in terms of pitch and volume. Thus this context of the baby's interaction with his mother provides him with essential clues as to the meaning of the sounds he hears - affectional, intonational, and via facial expressions. In this way, a child is a receiver of communication in quite a meaningful sense before he has any concrete meaning assigned to the actual words he hears.

In this regard, I feel I must tell you about the fascinating work that is going on now that, for me at any rate, lends great evidence to the concept that the child is a receiver of communication and responds accordingly. The work involves photographing an infant's movements made during the time that an adult is talking to him. As the adult talks, the baby moves.

The infant continues a pattern synchronous with the concluding articulation of 'come', the / MM/, which lasts 3/30 of a second. The left elbow increases speed, while the right hip now adds extension, while the left hip adds rotation inward and the big toe stops moving. The head continues its previous movement. Right and left shoulders also continue movement that change form of movement exactly at the end of 'come'. Then the infant appears to respond organizationally to adult speech sustaining across the two aspects of 'come' /KK/ MM/ with two "process units" and across the total word /KK/ MM/ with shoulder movements". (Condon and Sandor, 1974, p.460)

This synchronous movement to speech happened when the baby was two days old, and it went on across and 89-word sequence. Only words can effect these movements, and as the authors conclude, "By the time he speaks, he may have already laid down within himself the form and structure of the language system of his culture" (Candon and Sandor, 1974, p.462)

As the child's language develops, he abstracts regularities or relations from the language he hears, generalizes both in assigning meanings and in syntax, and develops a grammar; in order to do this, he must be spoken with, he must be exposed to language -and this is most likely to be through his mother.

Words poured on to the child and around the child encourage him to play and to develop his use of tools. The words act to reduce fear of new situations, to provide reassurance for exploring, and to encourage the child to approach the world openly and with trust. The words the mother uses enable a bonding to occur which encourages and permits an enormous amount of observation of adult behaviour by the child - the words help the adult to act as a "shaper" for the child. In my observations of mothers with their children, those who use words most freely with their children produce the greatest flexibility and freedom, and hence creativity, in their children's play by opening a vast number of new horizons for them. These words of the mother almost act as the freedom licence to explore new horizons.

The influences of the mother-child relationship become very obvious where theoretical and practical differences in child-raising techniques make comparisons relatively simple. A well-studied example is the division along class lines. Bernstein (1969) has spent some time working in this area: "Middle-class mothers, relative to working-class mothers, place a much greater emphasis upon the use of language in the person area; whereas the working-class mothers, relative to the middle-class mothers, place a greater emphasis on the use of language in the transmission of basic skills". Here he is referring to two basic kinds of families:

The positional family, where appeals are made to the child by referring to his formal status - for example, "Boys don't play with dolls."

The person-oriented family, where the focus is on individual characteristics - "I know you won't play with dolls because it will upset you mother."

By and large, positional families tend to be from the working class and person-oriented families from the middle class. Working-class families tend to transmit concrete knowledge and skills, and use language to instruct, with the child as the passive receiver and with an emphasis on reduced autonomy. They are more likely to evade answering difficult, abstract questions put to them by children, and more likely to use coercive methods of control, to say, "Do it because I say so" without further explanation of why a change in behaviour is required.

Person-oriented families, largely middle-class, tend to encourage the child to act on his own terms, to transmit principles, to assume the transmission of knowledge involves the child as an active participant, to train children to be attentive and responsive to the characteristics and interests of those speaking to him. The parents are more likely to follow through with the child's attempts to interact verbally in a wide range of contexts, more likely to explain why they want a change of behaviour, less likely to use coercive methods of control. They like to show children how things work while explaining to them.

As a result, the children are more used to dealing with abstracts as well as with concrete words and ideas, more autonomous and more independent. The children are given more chances to play, and less structure, with more stimuli; parents tend to see play as having educational significance (Bernstein & Young, 1967). Language is used to help children understand, not simply to instruct; feelings are more likely to be verbalized elaborately, as are moral principles and a stress on independent thinking. The child is given permission, encouragement, and freedom to talk, to express his feelings. Words are used to help the child go forward, not to control him and to hold him back (Bernstein, 1970). The child is seen as someone who has the capacity to respond (Tulkin & Kagan, 1972).

Much of this early socializing through language is done by the mother in most homes; and thus linguistic structures, which are internalized very early, are realizations of maternal structures. Vygotsky (1962) is one of the strongest proponents of this view, that it is the interaction with the mother which is critical for the development of language skills and the interioration of the speech processes essential to cognition.

In the 1960's, Hess and Shipman (1967, 1968) began to study the nature of parent-child interactions and its implications for cognitive development. They found three typical patterns for these interactions and a fairly consistent association of patterns with socio-economic levels. They see the mother in the role of an educational engineer who programs the child's input and initiates a sequence of behaviour which shapes his style of strategy for information processing. The three patterns of regulatory control employed by mothers were outlined as follows:

(1) Imperative-Normative. This type of control used social norms and makes appeals based on what is "right" or "wrong"—and on appeals which are non-rational, like power and authority. It doesn't require complex language or provide much chance for the child to think it through. Example: "You'll do it because I say so and I'm bigger than you are!"

(2) Personal-Subjective. Here the appeals to authority are modified by calling attention to the feelings, intentions, and motivations of others. This encourages more complex communication and broadens the ranges of cues to which the child must attend. Example: "You shouldn't say things like that because you'll hurt someone's feelings."

(3) Cognitive-Rational. The mother appeals to long-range goals or employs reasoning in making demands or stating rules. This requires much more complex language skills on the child's part and much greater thought and attention. This orients the child to the future and towards the manipulation of symbols and thus requires more cognitive activity than the other two systems. Example: "You can't eat cookies now because it's only ten minutes to supper time and then you wouldn't have room for your meal."

It is the mother's linguistic and regulatory behaviour that shapes the information processing strategies and styles of her child. The factor of motivation is the interaction of mother and child, leading either to a child who is assertive and demonstrates initiative in dealing with ideas, or, to a child who is passive and compliant in the face of new experiences. The obvious connection is that the more authoritarian mothers induce passive cognitive styles, particularly where their communication is restricted: children as a result have less self-confidence, less motivation, and a weaker self-concept.

Hess and Shipman (1968) found a high correlation between this kind of mother and low socio-economic status. They feel that the learning styles and information-processing strategies that the child develops in the early interactions with the mother determine, at least in terms of upper or lower limits, the potential mental growth of the child. Poor development of basic intellectual skills is the result of a blockage of cognitive skills and in turn results in poor performance at school. Thus the results of the mother's style of communication and control affect not only the child's language development, but also his personality and later conceptual and intellectual development, and thus his social and educational adaptivity.

The mother tends to provide a 'holding framework' for her own cues. That is, she holds the infant with her hands, with her eyes, with her voice and smile, and with changes from one modality to another as he habituates to one or another. All these holding experiences are opportunities for the infant to learn how to contain himself, how to control motor responses and how to attend for longer and longer periods. They amount to a kind of learning about organization of behaviour in order to attend. With more disruptive mothering, or with none at all, one might expect this kind of learning about self-organization to be delayed. Not only in a disturbed environment would the experiences be sparse that contribute to learning in the sphere of social interaction, but the cross-over to

learning the organization necessary for cognitive acquisitions may not be provided, hence learning would be delayed (possibly for ever) in an infant who had to acquire this organization by maturation alone, without appropriate environmental experiences (Brazelton, Koslowski and Main, 1974, p. 70).

Inadequate or incomplete mother-child relationships as they affect language development have been pinpointed in various groups of children. Goodstein (1961), in studying the differences between parents of disturbed and non-disturbed children, reported that the child became the focus for the parents' problem expression. Parental communication was distorted, and it in turn disturbed the communication between the mother and the child. Words are used in such families not to help the child develop, but to help the parents use the child as the problem and thus try to avoid their own disorganization and disintegration. In many such families, as the child gets better the parents get worse. I have seen cases where the parents literally never communicate with the child, but simply bounce words meant to hurt each other off the child and use him as a shield to fend off verbal and/or physical attacks.

I came across a study done in 1946 by Brodbeck & Irwin which seems to talk to just this point. These people studied 94 infants form birth to six months, divided these infants into three age groups (birth to two months, two months to four months, four to six months), and matched these infants living in a well-run orphanage to infants living in families. The results are startling. The speech sounds of consonants and vowels made by the infants living in the orphanage fall significantly below the sounds made by matched infants living in families. The infants in families show continued speech sound development at six months, while the orphanage infants show a flattening our of their speech sounds (Brodbeck and Irwin, 1946).

Goldfarb (1945) studied children in insti-

tutions form birth to age three who were then placed in foster homes. He decided that this period was critical for development since there was a marked retardation of language skills and conceptualizations. Retardation in motor, language, and intellectual development due to maternal deprivation has also been reported by Freud and Burlingham in 1944, Hasselmann-Kahlert in 1953, Haggerty in 1959, Provence and Lipton, 1962, and Spitz, 1951.

Language development in babies as a result of institutionalization has been carefully described by Selma Fraiberg in her book, The Magic Years. Fraiberg states that the children who were institutionalized and/or suffered from the lack of a single maternal caring person from infancy to about three years of age, "were slow, appallingly slow, to acquire language. If they remained in an institution for the formative years, and if the deprivations in human ties were never compensated for by institutional personnel, language development was consistently retarded and, in many instances, the language of these children revealed certain peculiarities. Language for the unattached child did not serve communication effectively…It was a language acquired without close human ties, and the words had the detached, uncertain, and ambiguous quality of the whole structure of the relationships in the empty world of these children. Their later learning was severely retarded in all areas dependent upon language use."

Children who are congenitally deaf may have their cognitive development substantially slowed down because their experiences of the world are more limited, but they can perform nearly all the perceptual and cognitive tasks that hearing children of roughly comparable ages can perform, as long as these tasks don't involve language. It is possible to teach a deaf child to speak with fair intelligibility, but it is generally accepted that the critical difficulty in learning language is their inability to hear large amounts of

language spoken. Thus, if language development were largely maturational, one would expect that even without mother-child interaction and communication, deaf children would encounter less difficulty in learning to speak.

To be objective, it is necessary to mention that Lennenberg (1965) studied hearing children of deaf parents, and found that the development of human sounds form earliest infancy seemed to be relatively independent of the amount, nature, or timing of the sound made by parents, and that even at later stages, language development followed the same pattern and time outline. He also observed fairly retarded children growing up in state institutions which were poorly staffed, and where children were often exposed only to older retardates and a T.V. set for a large portion of the day. In spite of this deprivation, he noticed occasional children who managed to pick up language skills. His third point is that even when retarded children, for instance those with Down's syndrome, are given extra stimulation and specific teaching, they will not develop language past the stage they have spontaneously reached - that they, like normal children, can learn only that language which is formed by rules they have already mastered internally.

In *all* of these cases I wonder if these are the exceptions rather than the rules; qualitatively, what is the language of deaf children of hearing parents like before they are exposed to the stimulation of neighbours, relatives, the schools? Do they ever gain the flexibility of communication and conceptualization children raised in speaking households do? How many of them also learn sign language, and eke out their communicative skills via the information and stimulation they get from their parents in this way? Secondly, what kinds of language skills, precisely, did these institutionalized retarded children absorb—T.V. commercials, small phrases, or the ability to truly communicate feelings and/or ideas

which normal children exposed to maternal care and stimulation achieve as a matter of course? And what about the retarded child who remains at home and receives rich and varied stimulation and who, in fact, does become able to communicate in the full sense of the word but with a somewhat limited vocabulary? Some of you may be as familiar with such exceptions as I am: enough so that I feel I may safely say that a retarded child who has a warm and verbal maternal relationship will make language gains far in advance of anything which was once thought to be possible when all such children were institutionalized in infancy (Zigler, 1966).

Fraiberg's studies certainly indicate limited language development in institutionalized children; but as Fraiberg notes, there are exceptions to the rules, and "a very bright child in a normal home may also be a slow talker". I am concerned about the quality of the care, and the communicated message to the child, and I see this as the medium through which language and language competency develops. Sometimes, mothers and fathers communicate the need not to talk or use language—for example, the family that always anticipated the demands of the child, thereby telling him that he has no need to talk. Language, or the lack of language, then becomes a way of behaving on the part of the child to express the needs of the father and mother.

Fraiberg's (1974) very recent work indicates that the blind baby cannot engage the mother's eyes, and eye-to-eye contact is very important in bringing out a maternal response (Robson, 1968). The blind baby has to develop motor expressions in his hands and the mother has to watch his hands and his face. In hearing children of deaf parents, there is eye-to-eye contact, and eye-talk can proceed (Roskies 1972). The eye talk is, for example, the "pick-me-up" look, the "hold-me" look, the "smile to the mother's face" look. In most babies, eye-talk will be present at about five months of

age. I am suggesting that the eye-talk in hearing children born to deaf parents is the stimulating precursor of speech. Blind babies, in fact, seem to be slow or show sparse vocalizations (Fraiberg, 1974). Sounds and vocalizations in early infancy do appear dependent upon an interaction of the mother-infant pair, whether by eyes, by touch, or by voice; which medium, eyes, touch or voice, is the dominant or the major medium for communication effectiveness is as yet unknown.

Even if a child is born with some organic problem, it is not possible to predict that this is a permanent and irreparable problem. Kagan (1971) states that "even infants who may suffer neurological dysfunctioning form prenatal and birth complications do not manifest a fixed deficit. Despite the search for trait continuity across time and situations, more change than stability has been found, particularly in the early yours of life." As Lenneberg (1969) points out, these may be due in part to the fact that cortical specializations are not present at birth, but only gradually become established during childhood, with differentiation and regulation of function as maturation proceeds; damage done to the left hemisphere of the brain before the early teens doesn't affect language development irreparably as it does in adulthood. However, motivation to struggle to overcome various handicaps has a good deal to do with eventual success, and it is in large part based on the quality of the mother and child relationship, which in turn depends to a great extent on communication, both non-verbal and verbal.

There is evidence that some learning disabilities may also be traceable to an insufficient relationship. Satz and Sparrow (1970) postulate that an inadequate relationship in terms of signals, speech, touch, and food, leads to a deficiency of spoken language which then makes it impossible for a child to develop written language. They feel, moreover, that it is not inflexible, never to be

remedied, as the theory that there is a "critical stage" for language learning would suggest. Even adolescents with developmental dyslexia, given the opportunity to further develop their spoken language, will be able to learn to read without the usual painful and often abortive process of reading remediation.

The most profound evidence of maternal deprivation leading to interference with language and personality development has always been visible with psychotic or autistic children. Mannoni (1970) suggests that what the child has heard at home determines the delusional, hallucinated, and autistic words he presents to his family. Mannoni goes on to demonstrate how the child is changed by the spoken or unspoken language of the mother. When the mother is able to satisfy the demands and needs for love, affection and words in her child, the child grows in an atmosphere which enables him to talk and communicate about himself, his ideas, his thinking and his fantasies. When the mother is unable to satisfy these urgent needs in her baby, either because she does not understand them, or she does not heed them because of her own difficulties, the child acquires or picks up a mask or symptom. This symptom is given to him by the code relationship "especially created for the person to whom it was addressed" (Mannoni, 1970). The code interaction is then the limiting symptom shown by the child.

Too often, this code interaction symptom is cognitive reduction; the child adopts the position that he is not so say, or ask too much, it is better for him to talk little; for in this way he is part of the relationship, otherwise he is not. Too much language becomes awkward for the mother, for then she may be asked why she cannot be loving to her child. The child fits the image demanded of him by the mother and the family. The child, in an unconscious way, listens to the mother and the family, and is changed by the unspoken or spoken language of the family. Should the child be helped out of

this stage without help for the family, then some members of the family will either become mentally ill, or the family will fight the recovery or rehabilitation of the child.

Thus, for example, some children will not learn in school. They are bright, capable and energetic, but they still do not seem to acquire information. Some of these children prevent themselves form being curious and looking at books, because they are afraid that they will find out something that is dangerous to them. The child applies the limitation of his family onto himself, and acts in ways which force teachers to respond to him as if he were really ineffective. I often think of the young girl of five years who was so awkward in class that she stumbled and fell often. She couldn't hold a crayon, her food slipped out of her mouth – but when she was out on the street away from the learning institution, she skipped rope beautifully, she walked along the edge of the sidewalk, and she fed her dolls without any difficulty.

Only after the girl's mother, a victim of cerebral palsy, came in for an interview, did things begin to make some sense to me. The mother talked about her concern. She said that she expected her daughter would have lots of trouble doing things, and wasn't she having trouble? The mother's sufferings were applied to her daughter. The mother went on to describe her concern that the child do well in school, because she hadn't, but she did do well in business. The girl has accepted this, and did very poorly in school, but did well outside of school. Much transpired between the girl and her mother and myself, but it was not until the girl was given verbal permission by her mother to do well that she began to succeed in class, both motorically and academically.

The child becomes trapped and limited by mother or father from developing effectively. The child must become independent of parents in order to develop; he must be able to distinguish himself,

and not echo the desires of his parents and their symptoms or academic anxiety. The language he has heard or felt has trapped him, and only language will remodel him.

When the psychotic child speaks to us, "either he situates us in himself, or he voices words which are not his". This is not, as one might be tempted to think, a problem of communication, but on the child's very relation to language. This is where we must study the meaning of the adult message which is, or is not, directly passed on. The adult-child misunderstanding is, in the case of psychosis, always fundamental, since the adult as the Other is totally ruled out by the child. We can see the effects on educators of being cancelled out in this way. The effects are translated into words: a child says "I'm lost" when the educator said "We'll never get anywhere." Mannoni (1970) also reminds us that Laing demonstrated with many clinical examples how catatonic and paranoid symptoms, auditory hallucinations, impoverishment of affect, and autistic withdrawal appear often as echoes of the parents' communication.

It is clear that part of the process of mother-child relationship is the increasing ability of the child, with his mother's encouragement, to recognize or appreciate, or at least attend to the characteristics of the listener. This is especially true in the person-oriented families of which I spoke earlier. Where the child has not had this relationship to help him learn to attend to listener characteristics, then there is no need on his part to monitor his own speech as if he were the listener; he does not need the feedback from himself that helped him to recognize feedback from others and adapt himself to it as necessary. This would seem to go along a continuum from the person-oriented family child, who has always adapted to his listener (initially his mother), to the positional-family child, who had less need to adapt to others and was less adapted to, to the narcissistic child who

suffered from very poor initial mother-infant interaction, to the mentally retarded child who is less able to conceptualize such a feedback need, to the brain-damaged child who doesn't perceive or receive accurately, to the brain-damaged retarded child. At the bottom of the scale in terms of ability to attend to the listener and need to do so, is the psychotic child and the autistic child.

Along this continuum there is a decrease in syntactic and semantic structure, a decrease in appreciation of any kind of meaningful structure, a decrease in decoding auditory and/or visual information received, and a decrease in focus upon the characteristics of the other person. Simultaneously, there is an increase in the omnipotence and/or isolation of the child so that he doesn't take anything into account – either the environment, or, finally, even himself.

Cast your mind back over the evidence I have presented to indicate that the mother-child relationship is of an essential nature to the development of language in children. It seems to me to be clear that under these circumstances the position of the behaviourists is completely untenable; children cannot simply be trained to speak. If it were done, I expect it would be comparable to the rather sterile and non-communicative "speech" of the one or two chimpanzees which have been set forth as examples. It is blatantly impossible to condition even the average child's vocabulary, much less syntax, grammar, and deep structure. It seems, at least to me, equally obvious that it is not simply a question of maturation. I do not believe that a child even with a "normal" potential could grow up in an institution, cared for by shifting and unrelated people, with only "minimum" verbal interaction, and achieve the full range of understanding and expression which is potentially part of human interactions. I have seen too many children who grew up in what many people call "ordinary" families, who have been damaged, whose range of feeling expression is

severely limited, who are incoherent, awkward, and afraid to try to communicate with any other human being. You have seen these children too - and not just in treatment centres, or mental hospitals, or institutions for the deaf or retarded or handicapped. They abound in the public schools, they are parked in foster homes, they end up in training schools and "on the road"- coming and going, but to where they do not know.

And that is part of the warning which I implied at the beginning, part of the tragedy. Canada, especially, has a problem – thousands of immigrant children are violated yearly in our schools, as are thousands of lower-class children in every society, because our schools do not fill their language and developmental needs. The message that we don't respect the differences in language, in culture, in custom is loud and clear, if subtle in many cases. The alienation, misery, and dissonance we cause by ignoring the early language development of these children, the early mother-child relationships on which that development was partially based, and the familial and cultural patterns they grew up in, is immeasurably damaging. Not just to them, but to all of us, for Canada cannot exist as a nation in the truest sense without being the sum of all her people, all her children, cognizant of their needs, helping them to grow and share the richness which is uniquely Canada's potential, alone among the world's countries.

Language, words, gestures, touches, faces - human communication - at one and the same time the easiest and the hardest thing the human animal can achieve. How incredible to look beneath the surface differences - the languages, the accents, the customs, the colours - to perceive the breathless and mind-boggling fact the any two people, *all* people, are part of the universality, the mutuality, of man, the only wordmaker. Half a million years of trial and error, success and failure cannot be allowed to come to a whimpering, sliding, stumbling stop. We

still have chances, as many as there are children we can reach and touch and talk to, to make this country and this world something more than it is now.

Yesterday I talked with my child - but it doesn't have to be the last time. Today and all the tomorrows stretch ahead of us.

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Doris Paton

Inaugural President of the Canadian Association for Young Children

Today, Doris enjoys being with her grandchildren...
Doris recently sent her best wishes and congratulations on the continued success of the journal...

The Elephant Sanctuary: Exploring Differentiated Instructional Strategies Within a Kindergarten Inquiry-Based Study

Barb Gerst

Barb Gerst is a Calgary area kindergarten teacher with 26 years of experience. She is also a published author and free-lance writer. Barb presents sessions at annual conferences within Canada and the United States. Most recently, she was a presenter at the 2004 CAEYC conference held in San Diego, California and at the 2004 GETCA conference held in Edmonton, Alberta.

Abstract

Through a connection with the Elephant Sanctuary website, a kindergarten teacher and her 2003/2004 classes became involved in a rich elephant investigation that enabled them to explore generous possibilities and make discoveries. Calgary, Alberta teacher, Barb Gerst believes it is important for teachers to connect classroom experiences in meaningful ways with issues and topics that exist outside classroom walls. Together they developed an *essential question: How Are Carol and Scott Working to Create Peaceful and Safe Lives for Elephants?* Recognition that diversity among the children is linked to the differences in their cultural background, talents interests and gender, provoked this teacher to employ differentiated instructional strategies. While studying these massive and intelligent creatures at the sanctuary with her class, via a webcam, she learned and now writes about a variety of effective strategies to bring to the diverse classrooms of today.

"What is a child? To see a child is to see possibility, someone in the process of becoming"
(van Manen, 2002).

Introduction: Discovering the Elephant Sanctuary

One morning in late June of 2003, a student knocked on my classroom door. I opened it to find Callie, a former student, now in grade 4, holding a large picture book about Asian elephants. *"I just wanted to say that I really liked the elephant study we did during my kindergarten year. Do you still talk about elephants in your class? You can borrow my book if you want. It has some great elephant pictures in it,"* Callie explained with animation.

That summer evening, I explored her book and reflected upon the rich elephant investigation that we made during the fall of 1999. It had been a wonderful experience to learn about this massive intelligent mammal. Callie had obviously thought so as well. This prompted my decision to invite my kindergarten 2003-2004 class to study elephants during the fall months of their program.

In mid-July I began a search for an elephant website that I hoped would captivate my kindergartners during the next school year. I wanted to invite my class to explore possibilities and make meaningful discoveries. I discovered the Elephant Sanctuary website and during the remainder of the summer, I became fascinated by the small herd of female Asian elephants living at this particular sanctuary.

This website provides the history of a baby Asian elephant named Tarra, that had been purchased by a Californian car sales man in the early 1970's to help him advertise cars. Carol Buckley, a college student at that time, had volunteered to help train Tarra. In 1974, she borrowed $25,000 and bought Tarra. For the next 20 years, they performed at fairs and circuses. Gradually, Buckley, who dreamed of running a haven for abused elephants, began to believe that Tarra shouldn't have to do tricks for a living. In 1995, she became co-founder of The Elephant Sanctuary in Tennessee. It provides a haven where sick, old, and needy elephants can live in peace and dignity. Tarra became the Sanctuary's first resident. An elecam, a camera perched in the pasture monitors the small herd of elephants currently living at this Sanctuary. These animals appear for viewing on the Sanctuary's website (www.elephants.com). Pseudonyms have been used throughout the article.

Connecting the Elephant Sanctuary to Classroom Inquiry

Excited about the work that Carol and Scott Blaise, co-founder of The Elephant Sanctuary, and their staff were doing with elephants, I introduced my class to the Elephant Sanctuary website that September. We began learning about Tina, the newest arrival to the Sanctuary. Tina had lived most of her life at the Game Farm in Canada. Although Tina was blessed with staff that cared deeply for her and did their best to give her a quality life, it became apparent that Tina's environment was detrimental to her well-being. The staff joined the effort

to find her a more suitable place to live. Tina became the eighth resident, the first captive born elephant from Canada to join the Elephant Sanctuary's herd. Unfortunately, as we continued to read information about Tina on the website, we discovered that this 33 year old elephant had become overweight and developed a debilitating foot problem caused by years of standing on hard ground at a place called the Game Farm. In August, Scott and Carol started a diary for Tina on their Elephant Sanctuary website to update people about Tina's situation, new developments about Tina's recovery were posted frequently. As she continued to recover, we noticed that their diary entries would become less frequent.

That fall portions of Tina's diary were read to both large and small groups of students while they viewed pictures of her on our class computer. After the readings, a few children would cluster around our computer, to look at Tina's the diary pages with me again and discussed her progress at the Sanctuary. It became evident that four and five year old children were becoming as passionate as I was about tracking Tina's recovery. We broadened our interests to include discovering details about the lives of the other elephants that Carol and Scott were providing a home for.

It was fascinating and rejuvenating as a teacher with 26 years' experience to observe young children talking passionately to one another and to our parent volunteers about their discoveries. Many of the children dramatized Tina's slow recovery and pretended to be Tina, receiving her daily foot soaks, her medication, and her special buckets of fruits and vegetables from Carol and her staff. I heard from several families that their children had shared in detail our discoveries about Tina and her foot problem. Several parents told me that their families were visiting the Sanctuary website regularly at home. I was thrilled that they could expand their knowledge of Tina and her recovery.

In recent years, I have come to believe that it is important for children and teachers to connect classroom experiences in meaningful ways with issues and topics that exist outside our classroom walls. *"We must come to see ourselves as implicated in the world, not simply isolated, self maximizing individuals"* (Sustainable Education, 2001). In early October, I realized that linking our elephant study to the Tennessee Elephant Sanctuary was imbuing our classroom life with vitality and meaning. Even though I knew this was so, I struggled at that time with how I might sustain a rich and lengthy study centering upon Tina and her adjustment to her new life at the Sanctuary. I did not want our investigation to distill to a few worksheets, finger plays, elephant theme songs, and books.

Linking An Essential Question To Our Elephant Inquiry

In early October, we decided to develop an *essential question* with the class. I was introduced to the concept of essential questions, two years previously by one Jan Grenne, a division curriculum consultant at our school. She explained that such questions can provide basic organizing principles to shape an inquiry and to guide the progress of meaningful and authentic tasks. They arise from people's attempts to learn more about our world. When teachers and students explore an essential question, they are able to create a rich sense of community. I knew the essential question my students had developed in the previous year had shaped our lengthy inquiry-based studies and given them substance and meaning. I hoped that creating an essential question with my current students would do the same.

In mid-October we developed this essential question together: *How Are Carol and Scott Working to Create Peaceful and Safe Lives for Elephants?* A letter was sent home to the children's families explaining that we had decided to focus our lengthy elephant study upon this question.

In the week that followed, I was pleased with the response our letter had generated. Several parents indicated their families were eagerly following Tina's progress on their home computers. One parent, Mrs. Sele, stated that through this alternative learning tool, the web, she felt connected to her son's elephant study at school. She felt that Kyle's strong desire to learn to read was sparked by his interest in listening to her read Tina's diary entries to him.

One day, two parent volunteers stayed after class. They asked me how I planned to challenge their children, Lisa and Jonah, whom they believed were already reading in kindergarten. The next week, Allan's father expressed his concern that his son was showing no interest in identifying letters. He was worried and wondered how I would support his child's learning. Later that same week, a mother asked how I was planning to teach kindergarten level math concepts. While playing Snakes and Ladders with her twin daughters, Allie and Barb, she learned that they were eager to expand their number skills.

Making Learning Meaningful Via Differentiated Instructional Strategies

"Differentiating in elementary classrooms means that teachers proactively engage learners where they are, recognizing that an elementary classroom is a mixed bag of readiness levels, interests, and learning preferences. Anyone who has spent any time in a kindergarten classroom can attest that young children enter school at almost astoundingly different levels, with a wide variety of different interests and experiences and with a broad range of learning preferences and styles (Tomlinson and Eidson, 2003)."

A challenge I have faced since I began teaching centers upon how to effectively teach students of different backgrounds, interests, and of varied skill levels. I do not believe that every child should complete the same lesson or activity, and work

at the same pace. Why? I have found that the result is frustration for many of the children, and often for me as a teacher. This experience prompted me to continue using differentiated instructional strategies. It helped me to provide genuinely challenging and engaging learning opportunities, designed to nurture the potential and interests of my students.

Inspired by these concerned parents, and by the school's focus on supporting our children's diverse potentials, a second letter was sent home. It described our essential question and how I planned to link this nature-based investigation to differentiated instructional strategies. It explained that differentiated learning strategies enable teachers to plan strategically so they can meet the needs of students in highly diverse classrooms. *"In classrooms where the teacher does not adjust the learning to the level of readiness and teaches only to the "middle", some students will be bored from lack of challenge and others may "downshift" from too great a challenge"* (Gregory and Chapman, 2002.) I explained my hope that the children's passionate connection with following Tina's recovery at the Sanctuary would motivate them to be involved in a lengthy inquiry-based investigation connected to Tina's new life. During our lengthy study, I wanted to be sure to offer a stimulating challenge that nurtured the children's growth.

In the weeks that followed, as we continued to view Tina and the other elephants on the *elecam,* a camera that feeds real time images of the beautiful vast treed sanctuary over the web, we began to discover that Tina was learning to adjust to her new life at the sanctuary. After a week or so she had become comfortable with the heated barn. Within a month or so, she ventured out to explore the lush pastures and cool ponds that made up the Sanctuary. Viewing pictures of her via the *elecam* made many of the children believe, that, despite her debilitating foot concern, Tina was genuinely enjoying her new home.
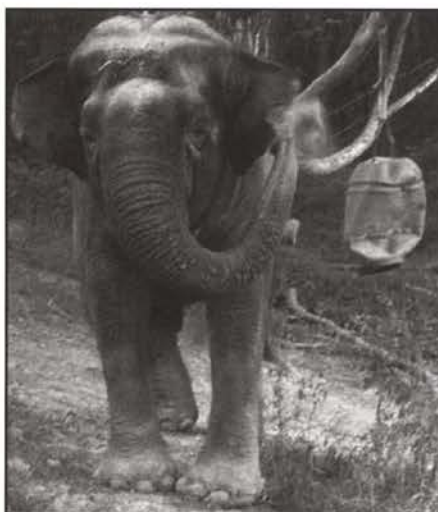
Photo Courtesy of The Elephant Sanctuary

Tina

Several kindergarteners became eager to draw Tina and the other elephants within their lovely haven. Some students were eager to print the names of the female Asian elephants living with Tina. Others asked parent volunteers to read them sections of Tina's diary and portions of other elephants diaries posted on the Sanctuary's website. Many students, including Lisa and Jonah, had learned to recognize and decode the names of the Sanctuary's residents. The drawings and paintings by Bunny, Sissy, Tarra, Shirley, and Jenny began to grace our classroom walls.

Allan's father called me one morning to say that Allan had been very proud of himself when he shared a picture he had drawn of Tina for his family. What pleased him was that Allan had used a crayon to print a large purple 't' on the back of his picture to show his family the first letter of Tina's name. Allan told his mother he wanted to learn all the letters in Tina's name. It was wonderful to learn that Allan's interest in letters had been sparked by our connection with Tina.

By mid-November . . . the children decided to create their own sanctuaries, modeled after the one created by Scott and Carol. They wanted to create peaceful

settings that would nurture sick, injured and needy elephants. Using natural materials including a plethora of interesting multi-coloured pebbles, chocolate brown twigs, fragrant green moss, and a wide variety of dried flowers and grasses, gathered from their own backyards, children began to make their own sanctuaries within shoe boxes generously provided by a local shoe store. Within their sanctuaries, they painted the lovely golden-amber Tennessee sunsets they knew that Tina and the other elephants were able to see nightly. Others built inviting ponds from ice blue glass beads a parent donated. Clay elephants roamed their sanctuaries, rolled in mud and relaxed under the warm Tennessee sun.

The kindergarten class became eager to share stories they had created centering upon the massive residents of their own sanctuaries with each other and with me. They often related the story of Tina and her recuperation at the Elephant Sanctuary during weekly buddy sessions. I was very pleased to observe formerly reserved students talking animatedly with grade 3 and 4 students about elephants' needs and behaviours. Some were thrilled to be able to read the simple booklet we had created centering upon Tina and her recuperation to these older students.

During one of our buddy sessions, Mr. Lee, Jen's father, commented that he was amazed that his daughter knew so much about elephants. He explained that before she had started kindergarten, he had been concerned because she had displayed little interest in book sharing, something that her parents had hoped she would love. Since mid-September, Jen had eagerly accompanied her family to the local library. Spurred by her growing interest in our elephant study and the natural world, Jen's family had signed out many books centering upon elephants and nature. Mr. Lee, a writer, was delighted that Jen had become able to identify some letters of the alphabet and eager to learn to read.

Stimulated by the numerous elephant books in our large wicker basket and their interest in numbers, Allie and Barb began to play with bamboo sticks given to us that month by a parent. They placed them in a row on our classroom floor in an effort to determine the length of Tina's tusks. Others wanted to discover Tina's weight. *"Is she heavier than my school bus?* Jonah wondered one afternoon. I had the opportunity to record the children's conversations about Tina and her new life at the Sanctuary. In November, I began to feel a palpable excitement in the room when we shared Tina's diary entries and viewed pictures of her life at the Sanctuary.

One afternoon, a few of my students gathered around the computer to view some pages of Tina's diary. Here is their conversation:

Martin: *"Every elephant is friendly at the sanctuary. It is a really nice and green place. Elephants like it there."*

Barry: *"I think Tina's name starts with the letter 'G' like in my dad's name."*

Roberto: *"Maybe, but I think it might be a 'T' like in Tarra's name."*

Allie: *"Bary, look over at Tina. It is a 'T'. See, there is her name beside the picture of her. Can you see it?"*

Barry: *"It's a 'T' "*

Palo: *"I touched an elephant like Bunny at our zoo. It felt nice and wrinkly. I fed a watermelon to an elephant kind of yesterday at the zoo, too."*

Allie: *"Carol doesn't make elephants do tricks. She doesn't put them in cages either. I think if you put elephants in cages they would not be happy."*

Maisie: *"If you put them in cages they would not have any grass to walk on."*

Barry: *"Carol wouldn't make elephants live in her house. They wouldn't have grass and they would be too big for her house. They wouldn't like it."*

Ethel: *"Carol probably makes sure the elephants' tusks are clean. She keeps them safe."*

Millie: *"Carol makes sure they do not get hurt or sad."*

Jake: *"The elephants' home looks fun and nice. It is a good place."*

Photo courtesy of The Elephant Sanctuary

Tina with Her Caregivers
Reflecting upon this brief conversation between five year olds, I realized how meaningful it was. We spoke a great deal that fall about accepting differences among others and being patient and caring as a class. I explained that everyone has a right to express an idea without being laughed at. *"Safety in classrooms means intellectual safety as well as physical safety"* (Gregory and Chapman, 2002). My 26 years as a teacher have taught me that if students are living with the fear of *"being ridiculed or bullied, they cannot give their full attention to learning."* (Gregory and Chapman, 2002). I was very pleased to hear Allie and Roberto reading many words in our

classroom early readers, speaking kindly to Bary, a student who just that month seemed to be developing an interest in letters. Furthermore, they had gone a step further and tried to teach him to recognize the letter 'T'. The children's words revealed their affection of the natural world and their growing awareness of elephants' needs. I felt that the children were beginning to establish a genuine connection with each other and our essential question centering upon Tina and the sanctuary.

We decided to write to Carol Buckley, one of the founders of this sanctuary. We sent her an e-mail asking her questions about the sanctuary and the elephant residents. Carol, willingly sent us a large package containing photos of Tina and the other elephants. She included a copy of her book titled, *Travels With Tarra,* which tells Tarra's story and reveals why Carol and Scott created the Elephant Sanctuary.

In the bottom of Carol's large package, the class was delighted to discover many pamphlets and books about elephants which Carol thoughtfully included thinking they would help the children to make sense of elephants and their needs. Carol's materials helped us learn that Tina's tusks are as long as about 3 of our class bamboo sticks. That particular day while looking at a picture of Tina's enormous head, Allie wondered how much a human brain could weigh. One of the books from our library revealed that it could weigh as much as 60 of the polished river stones we have in a large wicker basket in our classroom. The next day, Jonah shared with Allie and his classmates that he and his family had researched the weight of Asian elephant's brains. He explained that Tina's brain likely weighed much more than 60 of our river stones.

One of the pamphlets explained that elephants need a lot of space in which to live. It revealed an Asian elephant needs a 6 by 12 foot space in which to simply stand and rest. To help children grasp

this concept, they were asked to help me create a space with those dimensions in our classroom using our bamboo sticks. We made a large rectangle composed of 24 bamboo sticks. As we stood outside this space and looked at it, the children were astounded to discover how much space an elephant like Tina needs in order to simply stand. The conversation went like this:

Jen: *"There are 24 bamboo sticks."*

Alison: *"I am four. My brother is two."*

Allan: *"Four is more than two."*

Milly: *"This is a square!"*

Palo: *"No, it is a rectangle. Two sides are really long. Two are short."*

We decided to compare this space to our wooden geometric-shaped blocks. After doing so, we agreed that this shape was indeed, a very large rectangle.

Jen: *"Tina could stand in here."*

Barb: *"How many people could stand in this rectangle?"*

To help Barb and her classmates find out this answer, the children were invited to step inside this large rectangular space. We discovered that the entire class of 22 children and our 2 parents volunteers could fit in half the space.

Allie: *"I think we could fit 24 more people in our space...that would make over 40 people in this space."*

We invited a nearby class of about 24 to join in this space. We counted as each additional person stepped inside this large rectangle. Allie was correct. I was amazed!

As I reflected on this rich conversation, I considered Tomlinson's and Eidson's view of differentiated teaching. "Differentiated teaching is responsive teaching. It stems from a teacher's solid (and growing) understanding of how

teaching and learning occur, and it responds to varied learners' needs for more structure or more independence, more practice or greater challenge..." (Tomlinson and Eidson, 2003)

In the days that followed, I invited Millie to join a group of students who frequently played a board game focusing upon geometric shapes. I was pleased to discover her awareness of various shapes strengthening. This is likely, in part, because of her involvement in this activity with her classmates, and her discovery that learning about shapes could be fun.

When parents came to help, I often asked them to explore the Elephant Sanctuary website with Allan, and a few of his classmates who were eager to learn how many elephants currently live at the Sanctuary. One morning Allan made this announcement during snack time, *"There are 8 big elephants living at Carol's Sanctuary! "*

I knew students like Jen, Barb, and Allie needed more challenging activities to keep them interested. Often, I encouraged them to connect their interest in numbers to Tina and the other elephants at the Sanctuary. I shared the Sanctuary website with this group of children. They told me they wanted to learn the ages of these massive mammals under Scott and Carol's care. Over the course of a week, we created a large poster containing the names and ages of each elephant at the Sanctuary. Later during a quiet book sharing session, John, a boy who had been part of this poster project, gave me a piece of paper with many numbers printed upon it. John was excited to share what he had learned. *"Last night my mom and I learned that Tina weighs about 4,440 pounds. Grandpa says that is more than our car weighs!"*

As we continued to view the sanctuary on the website and explore the pictures that Carol sent us, we began to appreciate how much *space* elephants need to live a normal life in the wild. Carol told

us in another e-mail that a herd requires an acre of space in which to explore. I was surprised that some young children actually understood that concept. *"That is the size of our property,"* said Barb.

Carol's package included the summer 2003 issue of *Trunklines* - the Elephant Sanctuary's newsletter. As I read this newsletter to my class, we learned that severe storms tore through Tennessee during the spring of 2003. Although the Sanctuary experienced high winds, rain, and hail, there was no significant damage. Carol wrote that many sanctuary supporters e-mailed their concerns about the elephants they viewed on the elecam during this difficult weather. She explained that, *"scientists believe that elephants possess an internal barometer, which acts as a natural early warning system for approaching storms and changing weather patterns"* (Sanctuary Staff, 2003). Carol explained that over the years, she and her staff have learned to rely upon the elephants to alert them to a drop in temperature or the onset of a storm. In Tennessee storms occur. The creeks rise, and the mud becomes thick. Carol believes the elephants at the Sanctuary view this weather as normal. *"They do not fight nature; they immerse themselves in it and become one with it"* (Sanctuary Staff, 2003).

A day or so after we talked about this issue of *Trunklines*, a quiet kindergarten student named Jesse entered our classroom with a poster rolled up and secured by an elastic band. As he asked me for help removing the elastic band, Jesse said that he had made a big picture telling about what causes rain. After we placed Jesse's poster on one of our large classroom walls, Jesse said he had made it with his mom's help because our recent conversations about the elephants living through the storms at the Sanctuary had made him want to know more about rain.

Jesse's Drawing

Jesse's poster consisted of five vibrant and detailed drawings revealing the causes of rain.

His *first* drawing showed the sun shining brilliantly upon the sea, making it warm, Jesse said.

His *second* picture contained water vapour floating up into a lovely deep cobalt blue sky.

The *third* picture revealed the vapour becoming cold and turning back into little drops of water, forming large white and grey billowing clouds.

Jesse's mom wrote a few words beside the *fourth* picture explaining that as water drops join up, they get bigger and bigger and become clouds that get heavier and heavier.

Jesse's *fifth* and final picture contained several very large and dark clouds. Rain was pouring from them back into the sea from which it had come.

As we finished sharing Jesse's poster the children were eager to talk about his project:

Joel: *"Rain becomes rain again."*

Lilly: *"I like the big white clouds in the blue blue sky."*

Barb: *"Good job, Jesse."*

Jenny: *"The water Jesse coloured is so pretty."*

Helene: *"The floating things are neat."*

Teacher: *"Helene, do you mean the vapour?"*

Helene: *"The floating vapour."*

Lilly: *"Heavy black clouds have rain. They always give rain."*

Joel: *" Water, vapour, clouds, rain! Water, vapour, clouds, rain! Water, vapour, clouds, rain! "*

Denise: *"That is a pattern, like blue, red, blue, red "*

Joel: *"I just went to Hawaii. That pattern happens there, too"*

Allie: *"It happens everywhere. It just happens. We don't make it happen."*

Teacher: *"I think you are right. This sea- water rain-water story is a pattern that happens all over our world."*

Final Reflections: New Insights from a Seasoned Teacher

That evening while reading the children's rich conversation about Jesse's poster, I realized that many of them had also made a connection between the colour patterns we were studying in our math program and patterns in our natural world. I read the poem by Richard Wilbur, where he reflects upon incredible patterns that exist in nature.

Trackless Woods

In trackless woods it puzzled me to find
Four great rock maples seemingly aligned,
    As if they had been set out in a row
    Before some house a century ago,
To edge the property and lend some shade.
I looked to see if ancient wheels had made
Old ruts to which these trees ran parallel,
But there were none, so far as I could tell-
    There'd been no roadway.
    Nor could I find the square
Depression of a cellar anywhere,
And so I tramped on further, to survey
Amazing patterns in a hornbeam spray
Or spirals in a pinecone, under trees
Not subject to our stiff geometries
Richard Wilbur

In early December the children's conversations, had given me new insights as a teacher. I learned that by focusing on differentiated instructional strategies during our lengthy investigation of elephants, I had truly gained a new appreciation of the diverse interests and gifts that these children had to offer. I had also begun to learn new ways to nurture their growth.

"The proverb says that one is never too old to learn. Growth remains a human possibility throughout life. An adult can give new shape and direction to his or her being or identity at any age" (van Manen, 2002).

Linking our elephant study to the selfless work of Carol Buckley and Scott Blasé at their Elephant Sanctuary helped us to discover people actively working to improve living conditions for creatures in our world. Sharing this story of Tina's growth with this class of four and five olds helped me realize that I am a kindergarten teacher who is trying to *"kindle and awaken a lifelong love of the world"* (Cadwell, 2003).

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Healing Communities through Early Childhood Education

Roger Neugebauer

Roger Neugebauer, along with his wife, Bonnie, publishes Exchange, an international magazine for early childhood leaders. He is the founder of the World Forum on Early Care and Education.

> *They will discuss the critical role that early childhood programs are playing in bringing communities together during and after periods of conflict.*

Early childhood leaders and practitioners from around the world will gather in Belfast, Northern Ireland later this year. They will discuss the critical role that early childhood programs are playing in bringing communities together during and after periods of conflict. This international event, entitled *"Building Bridges: Healing Communities through Early Childhood Education"*, will be held November 17th - 19th, 2004.

Presentations at what is being referred to as the *Working Forum Belfast* will be led by early childhood professionals from nations where early childhood programs are showing that divisions between ethnic and religious groups can be healed. In Northern Ireland, for example, early childhood programs are bringing together Protestant and Catholic families to raise a generation of children who embrace diversity. This message of hope is being conveyed by early childhood programs in many other troubled areas of the world.

During *Working Forum Belfast*, delegates will gather to hear presentations by representatives from Albania, Colombia, Croatia, Israel, Mali, Nepal, Northern Ireland, Papua New Guinea, Philippines, Rwanda, South Africa, Sri Lanka, and the United States.

The goal in putting together the Working Team, the group of presenters, was to make it as diverse as possible in geography, culture, and experience. Each member of the team had to:

• Reside in a community experiencing or having experienced armed conflict.

• Work in or with programs serving young children and families.

• Document how their work is a mechanism for reconciliation.

> *In Northern Ireland, for example, early childhood programs are bringing together Protestant and Catholic families to raise a generation of children who embrace diversity.*

Working Forum Belfast delegates will have the option of attending the ECE Teaching Institute on November 20th. This institute will provide hands-on training, professional development and learning resources for faculty, trainers, and adult educators who are new to distance education and need to learn the basics of effective teaching and learning at a distance. The focus will be on learning activities, techniques, and resources that will help participants design and deliver effective distance education programs for early childhood professionals via the Internet. Working Forum Belfast is a joint effort of the World Foundation in partnership with NIPPA - The Early Years Organization.

NIPPA, the largest early years organization in Northern Ireland, is the official host of Working Forum Belfast. It has worked since 1965 to promote quality care for children ages 0-14 and their families by providing information and training for parents, providers, employers and local authorities.

The concept for Working Forum Belfast grew from the World Forum on Early Care and Education held in Acapulco, Mexico, in May 2003. Delegates at this conference were asked to identify major threats to the children of the world....

They identified three major threats to the children of the world:

• HIV/AIDS

• Poverty and

• Violence

The World Forum Foundation President, David Gleason, made this observation on the importance of the Working Forum Belfast:

" *The 2005 World Forum in Montreal will draw attention to the power of early childhood education. The programs to be showcased at Working Forum Belfast are an excellent example of this power. By bringing together communities torn apart by violence, early childhood programs are able to accomplish in a matter of years what politicians and diplomats have failed to accomplish in decades. The heroic and creative efforts of these programs should provide inspiration and hope to all in this most discouraging time.*"

The Reggio Approach To Education: A Seminar In Toronto, Canada

D. Alexandrea Doherty

Alexandrea Doherty, inspired by the Reggio Approach to Education since 1994, shares her passion for an individual interpretation of pedagogy offered by the Reggio Emilia Approach, by consulting and guiding contexts for young children in a variety of settings. Offering Reggio inspired conferences since 1997, she presents throughout the United States, Canada and Italy. She is the only Canadian contributor in, *Next Steps in Teaching the Reggio Way*, by Joanne Hendricks. Her Afterward in Sue Fraser's *Authentic Childhood*, describes the process of adapting and changing infant, toddler and preschool settings and the image that educators have of our children, their contexts and themselves.

A Very Special Gathering

In late June of this year, early childhood educators, and teachers from private and public elementary schools, professors from colleges and universities and artists gathered from every province to welcome Reggio Children to Canada for a first encounter together. We welcomed Amelia Gambetti, coordinator of Reggio Children and liaison for consultancy in schools offers professional development for the international community interested in the Reggio Emilia approach to education and Emanuela Vercali, of the Reggio Children international exchanges. The bilingual Glendon College of York University was chosen to highlight Canadian cultural identity and provide beautiful context for this new relationship between Canadian education and the profound inspiration of the infant toddler centers and preschools of Reggio Emilia.

How had imagination and considering the impossible, provoked

the possibility of this dialogue and this cultural exchange?

How would embracing each other highlight our similarities and our differences?

"Concentric Circles" by A. Doherty
I reflected on an image that I had used in slide presentations, of maple leafs in a rain puddle with rain drops making contact with the leaves and the rain making impressions of concentric circles. This strong image became the symbol to represent this first encounter. The point of connection and contact would have resonance and reciprocity throughout our Canadian identity and as Carla Rinaldi shared this understanding with us during the second Canadian delegation to Reggio in February, 2002:

" The other also helps define Reggio, gives us further clarity of our own cultural identity "

Coming Together In June . . .
A Discussion Of My Notes

The first day of the seminar . . . Amelia and Emanuela introduced themselves to us, sharing personal anecdotes of their personalities and families and interests. Emanuela introduced us to her work with Reggio Children and the town of Reggio, presenting us with the movie, *Italia che va Buone notizie* produced by Rai International. Amelia introduced us to her work in United States; in 1992 she worked in the University of Massachusetts with George Forman. She then began her consultation with the Model Early Learning Centre in Washington. Amelia has visited 45 states and more than 200 schools. She is currently working closely with ten. In 1996, she became coordinator of Reggio Children that also offers professional development for the world community. Amelia is a member of the World Forum organizing committee and the Forum

will be held in Montréal May 2005. She is also the Reggio Children liaison to the North American Reggio Emilia Alliance (NAREA). Amelia shared with us . . . "*After forty years of complex experiences, staff in the infant and toddler and preschools of Reggio Emilia are still finding out how to move forward.*"

During our first day together Amelia asked us also *to reflect and consider: imagination and the impossible . . .dialogue and listening*, each of us having our own identity and different ways of expressing ourselves and encountering each other. Amelia asked us to *think about giving true expression through listening within a dialogue.* She also reminded us *to think about work and research together for and with young children*, telling us that the schools of Reggio become a workshop of form and thought, entering into a relationship with real environments. Teachers learn so many things with the children; the dis-

covery of emerging knowledge - identity, which meets the identity of the child. The Reggio Approach to education invites us to share everything and to negotiate, seeing differences as a resource and respecting the different images of the child. Respect, negotiation and collaboration build opportunities together. The triangle of relationship: parent, child and teacher is the basis - the beginning of what might evolve and develop.

Lucia's Composition: A Gift from Amelia Gambetti and Emanuela Vercali   *Reprinted with permission.*

Amelia Gambetti shared with us examples and interpretations of the organization of the schools.

Infant and toddler and preschools are open 11 months of the year (closed for august). Schools have reciprocities and transparent visibility of work. The school context offers opportunity to
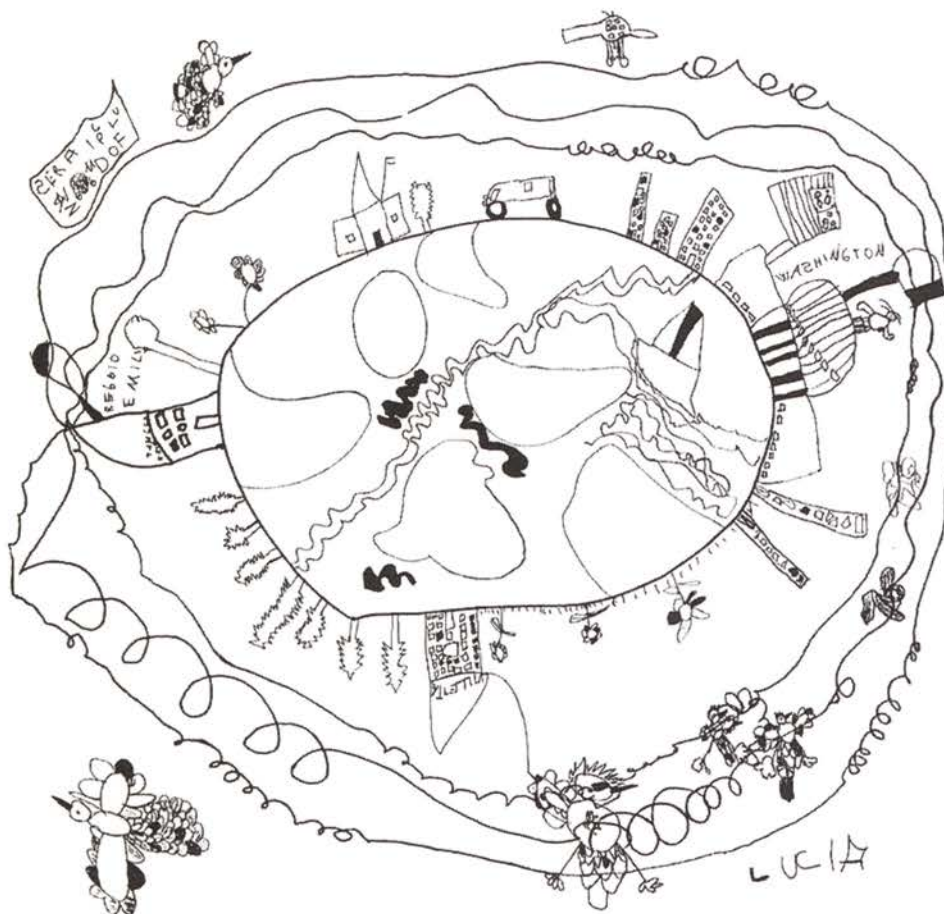
"Friends of the world"

"In the sky of the world among the clouds, there is a very strong wind that brings around messages of people who are friends."

Lucia Annichiarico, 5.9

grow. She also asked us to think about what is the image of the school we have and what is the importance of action of research. The school can express work by offering opportunities to illustrate languages, expressing an understanding of situations.

"Teachers do not do things for children, they do things with children".

There is no rigid schedule, but appoint-ments made for the day as follows . . .

7:30-9:00
children are welcomed to the centres

from 9:00 – 11:00
experiences, including snack.

11:15 to 1:15
are lunch preparation, lunch and wash-room

from 1:15 to 3:00
children nap, and

around 3:30 children begin to leave the centre after a snack together.

The schools are open until 4:30 with an extension of time until 6.30 for those children whose parents work until late in the afternoon. Afternoon is often open for staff development time according to a time schedule; work is viewed and reflected upon by all teachers in the school. Most of the parent meetings are from 9 pm to midnight, others can be late

in the afternoon from 6.30 to 8.30 pm. All of this is decided and agreed with the par-ents and a parent-teacher committee that is part of all the centre's organization.

Professional development exchanges are offered weekly with all staff includ-ing the cook; incidentally schools do not have janitors; staff maintains their own classroom (they know which material can be changed moved/disposed of etc.) There is no hierarchy – *"all have respon-sibility, together we all take care of our centre's and who is in them".*

The main entrance in the centre is used as an introduction to the centre's identi-ty. It also provides parent information; to give visibility and identity to all the staff and their roles, children quite often cre-ate portraits of staff, using the different languages of expression. Documentation reflects fragments of experience, and project panels and project pictures will give a message and communicate the children's work and presence in the life of the school.

Provocation is always an important ele-ment that supports the way in which the teachers organize the environment and their work for and with the children. Group assembly occurs during the morn-ing, with reflection on the previous ongoing experiences and hypothetical

future plans. This is shared and docu-mented together with the ideas of the children, teachers' and parents' contribu-tions. Children's dialogues and teacher observations are also recorded in the daily journals. The respect for children and time are evident in the daily rhythm of the school - the emerging develop-ment of knowledge is captured in obser-vations and documentation. Amelia states: *"teachers have a voice, children have a voice and parents have a voice"*

On Our Second Day Together

Amelia and Emanuela shared with us... the environment invites settings to sup-port learning. Experiences are connec-tions based on relationships and interac-tions. How do we organize ourselves to support children's learning? It is not a linear process, but complex - all parts interwoven. Reflections must take us back to our image of the child, the image of ourselves as educators, the image of the school and of the parents. What are the strategies for understanding this evo-lution of what we do and why? Observation and interpretation help us with the difficult task of making choic-es. Amelia asked us, *"Why is choice dif-ficult? Is it because we are unsure of tak-ing risks? Often the motivation for mak-ing choices does change. One strategy of documentation; making children's and*

our learning visible is to identify a process for documentation that helps with analysis and assists in the search and gives us motivation".

Amelia urged us to consider all traces and memories that stimulate us to continue building knowledge. In this journey, the children's interest will change and a project may stall, not because children's curiosity has changed but because they have encountered an obstacle. We must be there for and with children through the challenge. Amelia encouraged us to never give up!

At the beginning of each school year in Reggio Centres, she continued... and among the many things they do, they also make an inventory of all the materials available in the classroom - then according to different kinds of organization, a list of materials can be organized for the parents to research or to go together to the remade recycling centre. In the classrooms one of the first projects can be related to the properties of all the new material that begins to speak different languages that the children sort, classify and discuss the properties of. Loris Malaguzzi in his poem, "The Hundred Languages" describes children having 100 ways of expressing themselves and then "*a hundred, hundred more*". The symbols of thought and imagination are represented by clay, dance, song, storytelling, painting, construction, computer programs, poetry, mathematics, conversation, movement, expression...etc....We must learn to listen to movement, relationships and put ourselves in position to listen, which in turn helps us to support the learning process. The issue of time is important to acknowledge. Amelia provided us with the idea of slowing down . . . we are to be partners in learning and we should always be learning from and with children.

As an equal learner, the style is to support children to express themselves. We must regard and look at values and rights in life. Amelia asks us this question - do we have needs or rights and to consider this in a political aspect. She asked us to consider a discussion on the *rights in life*. This supports a deeper understanding of the quality of life and supports the development of planning. The quality of conversations with children offers respect to their thoughts. Documentation is the process of learning and it is a tool for building knowledge. Amelia, with the support of Emanuela introduced to us to the work of the children and teachers of Reggio Emilia through the images of short episodes and longer projects. Children as always are the protagonists but other encounters and mathematical concepts were some of the provocations too.

"We are talking about life, the future of society – aspects of self, value of quality education. We are looking to develop free thinkers - political perspectives must be considered - everything around us is a resource of possibilities and offer choices to express ourselves"
Amelia Gambetti.

And What To Come?

Our days together concluded with offering Inukshuk to Amelia and Emanuela to recognize this momentous encounter together. We offered our heartfelt collective gratitude on behalf of all Canadians and an invitation to continue to work together in a closer more meaningful relationship. Grazie, merci and thank-you to Amelia and Emanuela! They invite you to learn more through Internet offerings at www.reggiochildren.it and or connect with the North American Reggio email alliance at www.reggioalliance.org There is possibility of the 100 Languages of Children Exhibit coming to Ontario and the continuity of another Canadian study tour after 2005. Our collaboration will continue. Participants will be gathering together to share their reflections of this encounter in Toronto on January 22, 2005 and are invited to contact adoherty@reach.net

Photograph contributed by
Shelagh Dobson

School and The Internet:
Building a Virtual Window For The Classroom

Brett Michaud

Brett Michaud, B.A., PDP, Simon Fraser University, lives in Abbotsford, BC with his wife Sheila and two children, Steven (6) and Andrew (3). Brett has worked as a counselor for the BC Ministry of Children. A stay-at-home father, Brett teaches with the Abbotsford School District two days/week. He is currently working towards a Master's degree, specializing in Educational Administration.

Introduction

Recently, my eldest son Steven completed his Kindergarten experience with teacher, Laurie Kocher. My experience as parent of a kindergarten child was enriched through this teacher's foray into electronic media.

To say that technology has revolutionized communication would be an understatement. Over the past two decades, the communications industry has grown at an unprecedented rate. Communicative tools such as cell phones, Internet, email, and text messaging have provided society with near limitless possibilities. It is not surprising then to see educators begin utilizing these tools to improve communication between the various players in an educational setting. This past year I was made privy to one such innovation when my son entered kindergarten. In an attempt to improve communication between school and home his teacher, Laurie Kocher, set up an electronic newsgroup via the internet which provided parents with a variety of school and classroom information specific to their child and classmates. In less than thirty minutes teaching time per day, my son's teacher ably provided the parents with invaluable images and stories that could be shared with all members of our family and friends. Conversations I have held with the parents of Mrs. Kocher's thirty-seven students, tell me that these snapshots of life in kindergarten were invaluable.

The Teacher's Documentation

Several times per week, and often several times per day, parents would receive an email containing various artifacts of their child's day at school. Pictures and written descriptions of daily events could be perused at the parent's leisure, offering a virtual window into their child's life away from home. Insights into the teacher's pedagogical methodologies came through these words and images making the parent less of a stranger to the classroom environment (see Figure 1). It allowed the parent to share in their child's experience - for parents unable to volunteer in the classroom or escort their child to and from school, this is of tremendous value.

Allowing the parent an insider's view into the highlights of their child's day helped facilitate conversation with the young child. No more did the parent have to suffice with the answer of "Nothing" to the question "What did you do at school today?" The teacher's reported comments and anecdotes enabled the parent to revisit the day's topics and events thus allowing the child to offer their rendition of what was learned while giving the parents insight into their child's interpretation of a given lesson. This communicative tool brought the parent into their child's educational lives in a meaningful way, one that allowed the parent to share in the excitement of their child's acquisition of knowledge.

A few students planting bulbs in the fall as part of a unit on plants.

The parent was also provided with insight into their child's teacher. In a time when parents are demanding accountability of their child's educators, the electronic newsgroup provided parents with continual accounts of the activities and goings on within the classroom. Subsequently, this also places the onus on the educator to provide meaningful lessons and data that cannot be dismissed by parents as frivolous endeavor. For an event to be reported, it must have pedagogical significance. The educator must then critically analyze all communications before posting it, thus ensuring a confidence with its relevance and willingness to defend their work should any parent take exception. Consequently, this medium serves as an aid to the teacher by provoking them to reflect upon their ideologies and make changes to inconsistent or outdated methodologies.

Artifacts such as this allow the parent to see the teacher's pedagogical strategies at work.

Building Community - Bringing The Classroom To The Parent

Perhaps what this program did for the enhancement of community was of even greater importance. As stories of learning were told, the personalities and experiences of the various children in the classroom came alive. These events often led to introductions among parents who felt a common connection based on their children's mutual learning experience. Seeing one's child engaged in a learning environment with his or her peers allowed for the bridging of common barriers to parental relations. The parent was filled with a natural curiosity to get to know who their child was playing with and consequently meet the parents who belonged to the child. The stories that were told offered a common ground from which to begin conversation and ultimately form relationships.

Prior to this experience, the only use of electronic media as a communicative device between parent and teacher that I was familiar with was the classroom webpage. As a parent and teacher, the biggest concern with a webpage has always been confidentiality and the safety of the child.

The inherent design of a web page makes it difficult to monitor exactly who has

When this particular picture was recveived, my son took great pleasure teaching me all the different life stages of the butterfly.

access to student information thus making the child somewhat vulnerable to criminal interference. To combat these issues, many educators have chosen to omit pictures, names and personal anecdotes thus rendering a somewhat sterile image of the classroom experience. The news group format, which only sends out emails to select individuals, namely parents and guardians, eliminates these concerns and creates an informative exposé in the process. Indeed, the format employed by my son's teacher alleviated many of the concerns generated by the use of a webpage.

Reaching All Families

While the benefits of such a program are numerous, the temptation on the teacher's part to use electronic media as the sole source of communication between school and parent should be avoided. Humans, being social animals, demand face-to-face contact with their child's teacher. The subtleties of verbal communication help convey an understanding that is often lost when the written word is solely relied upon. Throughout the school year, some parents raised concerns over the lack of their individual child's progress being conveyed through the newsgroup. Certain parents requested personal

accounts of their child's growth via electronic media. While I would argue this is not the place for such communication due to issues of confidentiality, some parents do require personal accounts of how their child is performing on a frequent basis, thus necessitating the need for interpersonal contact. This opportunity for personal contact was of course, made available by Ms. Kocher.

From photographs and descriptions of specific classroom events and projects, to the recounting of dialogue engaged in by both students and teacher, the information reported to parents took on several forms. Reading the transcripts of classroom dialogue depicted the various levels of critical thought among the children and provided meaningful insight to the complex nature of child thought, while shedding light on the events that shape and mould our children's view of the world. As mentioned, the photographs allowed the parents a small glimpse into the daily activities of their children, thus satiating the interest one has in their children's educational endeavors. The technology need not stop there. With the increased availability of broadband communication, audio and video feeds could further enhance the parent's experience with their child's classroom environment.

As the call for teacher accountability escalates, technology is certain to factor into how educators document their actions and display student progress and accomplishment. As a parent, it is certainly hard to argue with pictures, textual ideology and dialogue recapping a child's day at school. The mysteries of the classroom that once filled the minds of the curious and concerned parent are being exposed in ways that offer meaning and directness with a lack of hearsay or misinterpretation. At last, for many parents, the ability to observe a child's learning is not limited to report card day.

References

Rinaldi, C. (2004). The relationship between documentation and assessment. *Innovations in early education: The international Reggio exchange* 11(1), 1-4.

Figure 1. Sample Dialogue

When Did God Get Alive?

E: When did God get alive?

S: I know when he got alive…in three days of being alive.

K: God got alive when Santa got alive.

S: He did? Santa's not real!

E: Yes, he's real. His magic gets him down the chimney!

S: He's just a fairy tale.

K: She's lying. Don't listen to her.

S: Santa and Rapunzel and Magic – those are all not real.

K: Then who brings the presents?

S: Your mom and dad do. They trick you. And reindeer can NOT fly.

Su: Yes, reindeer can fly!

S: And Santa didn't die on the cross.

S: How did God get born? Is God and Jesus the same thing?

K: Yeah. How did God get born?

S: I wonder how God got born if he made Jesus get born? How can that be if both of them weren't born, who made all the people? Then they wouldn't have any moms or dads if they weren't born yet. There wouldn't be any people.

L: Nobody would be in this world if God didn't get born.

R: St. Nicholas was born before God.

S: He was born by God's mom.

A: He went on the cross with fake blood.

J: He was born from himself because he's half girl and half boy.

D: He was out of Mary's tummy. He was in the pasture with all the animals.

Da: I think God got born from a girl – a real girl. But then he died.

A: He was born out of Mary.

K: God got born from Santa.

Ke: From Heaven!

B: My mom said God didn't have to be born!

Listening closely means being open to differences and recognizing the value of another's point of view and interpretation. The relationship between peace and prejudice concerns the ability or disability to be good listeners. This is where education for peace begins.

Recently I read an article by Dr. Carlina Rinaldi, an educator from Reggio Emilia. Her words came to mind as I transcribed this conversation that took place amongst a group of children today. They were invested in pursuing the question that E had initially raised, and while each spoke passionately, they were able to listen to each other closely, while clinging to their own positions. Clearly, here the children are wrestling with issues of philosophy, theology, and magical thinking as they postulate their theories…

How can we help children find the meaning of what they do, what they encounter, and what they experience? How can we do this for ourselves? These are questions about the search for meaning that influence the development of our identity. Why? How? What? We don't have to teach children to ask "why?" because inside each human being is the need to understand the reasons, the meaning of the world around us and the meaning of our life. There is a mix of practical and philosophical concerns in their questioning attitude, in their effort to understand the meaning of things and the meaning of life.

But children not only ask "why?" They are also able to find the answers to their whys, to create their own theories. Observe and listen to children because when they ask "how?" or "why?" they are not simply asking for the answer from you. They are requesting the courage to find a collection of possible answers.

This attitude of the child means the child is a real researcher. As human beings, we are all researchers of the meaning of life. Yet it is possible to destroy this attitude of the child with our quick answers and our certainty. How can we support and sustain this attitude of children to construct explanations? If a child says, "It's raining because God is crying," we could easily destroy his theory by telling him it's because of the clouds. How can we cultivate the child's intention to research? How can we cultivate the courage to make theories as explanations? In this attitude, we can find the roots of creativity, the roots of philosophy, the roots of curiosity, and the roots of ethics. In this capacity of building theory with the freedom of collecting elements are roots of creativity. In this attitude to find answers are the roots of philosophy (p. 2 Rinaldi, 2004)
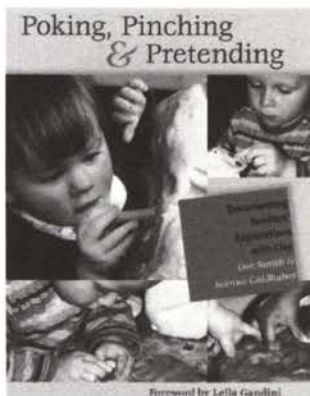
Poking, Pinching & Pretending:
Documenting Toddler's Explorations with Clay

By Dee Smith and Jeanne Goldhaber
Reviewed by Laurie Kocher

Laurie Kocher is with the Institute for Early Childhood Education and Research at The University of British Columbia (UBC) in Vancouver. She loves to muck about with clay and to explore its potential as a "language" with young children. She has been profoundly impacted by her encounters with the pedagogy of Reggio Emilia.

How do children communicate before language or at the beginning of their language development?
How do adults read their nonverbal language?
How do we interpret what we observe?

As Lella Gandini indicates in the forward to *Poking, Pinching, & Pretending*, these are the sorts of questions that Dee Smith and Jeanne Goldhaber ponder in this delightful book.

Dee is head teacher of the Infant-Toddler programme at the University of Vermont's on-campus childcare facility. Along with mentor teacher, Kimberley Waterman, Dee believed that clay's transformative properties made it an ideal medium for even the very youngest of children. This inspired them, along with their colleagues, to study the use of clay by young children. Readers who are familiar with the incredibly detailed and expressive clay lions created by preschoolers in the video from Reggio Emilia, *To Make a Portrait of the Lion*, may share similar beliefs.

Initially, their research question was a broad one, as teachers asked how young children develop an understanding of the medium of clay. Other questions emerged as teachers documented the children's growing relationship with clay as a material. Each new set of questions prompted further experiences with clay and further discussion, which led to more questions in a continuous cycle of observation, analysis, and experience.

The book is organized in such a way that it follows this investigative cycle, with six chapters titled: *First Encounters with Clay, Individual Offerings of Clay, Toddlers as Mathematicians, Offering Clay in Small Groups, Collaborating with Clay and Each Other,* and *New Beginnings.* This is not a "how to" book. Rather, the book documents the journey of these astute teacher-researchers as they accompany the children in their adventures with clay. Each chapter begins with questions that help to clarify what teachers sought to learn, with further discussion about what and how to observe. The reader is drawn into the process and invited to construct theories about the meanings of the children's ongoing work. Observations are paired with fabulous black and white photography, accompanied by the writers' reflective commentary. As each chapter concludes, the authors describe how teachers responded to the children's explorations, and the cycle begins again with new questions framing the next round of observations.

Dee and Jeanne Goldhaber, a faculty member of the Early Childhood Programme at University of Vermont, met regularly to analyze observations, review videotapes, and plan future encounters to support, challenge, and learn more about the children's interactions with clay. Ultimately Dee and Jeanne collaborated to write this book.

The authors have made the learning experience of this community visible to others. Within a context of attentive care, we are witness to the consideration given to the preparation for daily encounters offered to these young children with this transformative material. Alongside the teachers, we are invited to discover the range of children's repertoire of strategies, their emerging skills, and their abilities to make conventions and inventions. And we are able to listen in as teachers collaborate and construct interpretations that open up possible new meanings of children's thoughts and actions.

The richly descriptive photography is evidence of how teachers have observed attentively, the direction of the children's gaze, "*the language of their hands and bodies, and have seen how the children - each one in a personal way – have been able to capture the essence of this material.*" This engaging documentation opens up possibilities for us to "*see young children in close encounters with a flexible material, to notice adults creating a context that can transform those encounters into layers of discoveries, to read the teachers' informed reflections, and to realize how communication can bring to light children's ideas and theories.*" The adults' deeply held beliefs in both the potential of the children and the potential of this "*generous, rich material*" comes together beautifully in this book.

Poking, Pinching, & Pretending makes an important contribution by adding to our understanding of how teachers collaborate to seriously reflect on very young children's abilities as theory-makers. This book will strike a chord with teachers, with university and college ECE instructors, and with anyone interested in the potential of young children.
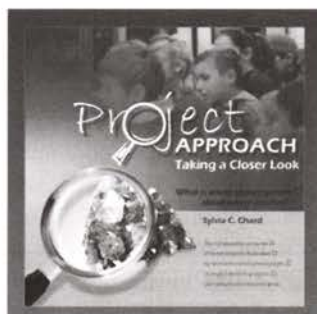
The Project Approach: Taking A Closer Look

By Sylvia Chard

Reviewed by Dawna Wojkowski

Dawna Wojkowski, a consultant for the *High/Scope Educational Research Foundation*, has over thirty years experience with young children and families. Since 1971, she has worked with infants through school-aged children and facilitated parenting courses. Today, Dawna is the co-ordinator of the Early Childhood Education Program at Lambton College in Sarnia, Ontario.

Well into the second hour of exploring this fascinating CD, I remain intrigued! This CD is very comprehensive and offers a wealth of information to help demystify the Project Approach. For the curious, the beginner, as well as the seasoned teacher, this CD does not disappoint!

Take a guided tour complete with a side bar guide and the corresponding documentation. The history of the project approach is available and will answer just about any question you may have regarding implementation and start up of projects. A structural "framework for planning, implementing and evaluating project work" is discussed and illustrated. Even a beginning computer user will find this compact disc easy to use. Each example discussed throughout the tour comes with an easy-to-use view option, which details the example, complete with photos and further explanation.

The three phases of any project are defined and become a template for teachers facilitating classes through a project.

The children in the seven projects included, range in age from three to eleven years of age. The countries where the projects took place include Canada, Mexico and the United States. Wait until you see the photos shared by the teachers who were guiding these projects.... the children's faces exude determination, persistence and healthy self-esteem! The children are gainfully involved in meaningful work and a sense of community is readily apparent – lofty goals for any curriculum program.

For the Teacher. . .

Teachers will be exposed to teaching strategies, which include planning, decision-making and how to involve parents and community. Curriculum standards set out by the various countries and districts are discussed and correlated to specs within each of the projects. Sylvia Chard has included useful links that will assist teachers who are exploring or contemplating the exploration of projects. My personal favourite was the www.evergreen.ca link, which highlights naturalization projects for schoolyards. What a surprise to find schools showcased in my own neighborhood along with other fascinating projects within the province and within an easy drive. This particular link will inspire future projects for my ECE classes.

Other links include websites that provide books and resources to support any topic of interest. The *"question and answer link"* will prove invaluable for those who want to learn about others' ongoing projects or to use as a resource for problem solving exploration. When you've finished with your exploration and your appetite is still growing, you'll be able to connect and register for an online project approach certificate course with Dr. Sylvia Chard. What an amazing informative CD this is - small, compact, easy-to-use and packed full of practical and valuable information. This is a must have resource!

FOR AUTHOR GUIDELINES,

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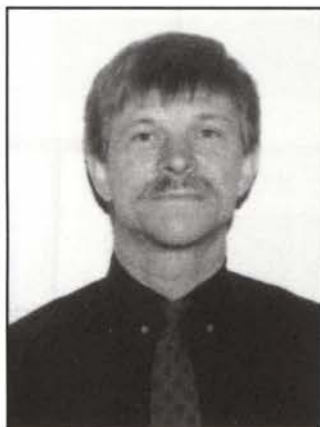
Dr. Wayne Eastman

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One of the most

alarming aspects of the

decreasing levels of

fitness in Canadian

children is its

relationship to

overweight and obesity.

Why are movement experiences worthwhile and necessary? Physical activity is one of the most important mediums through which young children form impressions about themselves as well as about their surroundings. Physical activity is accepted as having a positive relationship with good health, happiness, and vitality. As Canadians we have one of the highest standards of living in the world; however, studies have indicated that physical fitness levels in individuals begin to decrease at age five.

One of the most alarming aspects of the decreasing levels of fitness in Canadian children is its relationship to overweight and obesity. Memorial University of Newfoundland recently conducted a first-of-its kind study on childhood overweight and obesity. One of the highlights of this study indicated that more than 25 per cent of pre-school children in Newfoundland and Labrador could be considered obese. Newfoundland and Labrador is by no means unique when considering childhood obesity. Increasing rates of overweight and obesity in young children can be seen all over Canada.

The problem of childhood obesity needs to be addressed by all Canadians. One means to reduce overweight and obesity in our young population is to increase physical activity levels. Consequently, as educators, parents, etc. we need to provide young children with opportunities to partake in physical activities so as to initiate a lifelong concern about having a healthy body and inspire a love of exercise.

The early years represent a critical time in laying foundations for the importance of daily physical activity. A movement program for young children should be diverse, with educators, parents, and other significant adults creating a supportive setting in which children can participate in a broad range of motor activities. We invite our readers to submit original research pertaining to physical activity and obesity, as well as stories about work in this field, to Mabel Higgins, editor of Canadian Children. Furthermore, we would like to know how you incorporate daily movement experiences with and for young children. These ideas can be submitted to me, at Inside CAYC for the Hands-On section of this newsletter.

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- The nomination(s) will come forward at a board or executive meeting from the board member assigned responsibility for the award.
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- The nomination will be passed by the board and/or executive with a consensus decision.
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