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Videos for Wisconsin Child Care Providers to Borrow:

CURRICULUM : APPROACHES & THEORIES

This list is divided into the following sections: general topics; developmentally appropriate practice; Creative Curriculum[®]; emergent curriculum; High/Scope; Montessori; Reggio Emilia; theories of early learning.

Go to www.ccic.wi.gov and click on the tab **Our Library** for borrowing procedures and a searchable online catalog of all CCIC's audiovisual resources and books.

COME JOIN IN! : GUIDELINES FOR SUCCESSFUL GROUP TIMES. Portland, OR: Educational Productions Inc., 1990. DVD, 30 min. + viewer's guide + facilitator's guide.

Watch experienced preschool and kindergarten teachers lead group time activities that engage and delight children. At least one activity is shown to demonstrate each of the three key guidelines teachers use to plan and lead successful group times: 1) choose appropriate activities that meet the group's needs, 2) create a safe, supportive group environment, and 3) make all activities interactive.

CREATIVITY AND PLAY. (The Whole Child: A Caregiver's Guide to the First Five Years, Tape 11.) By Joanne Hendrick. South Burlington, VT: Annenberg/CPB Project, 1997. **VHS**, 27 min. + faculty guide.

Fostering creativity in children from birth to age five. The relationship of creativity to self-worth and self-expression.

FOUNDATIONS FOR EXCELLENCE IN EARLY CHILDHOOD EDUCATION: CURRICULUM, ASSESSMENT, HIGH-QUALITY TEACHING. Washington, DC: NAEYC, 2008. **DVD-ROM** with PDF and PowerPoint files; play on a computer with a DVD drive.

This DVD-ROM is intended to assist early childhood educators -- primarily teaching staff in center and school-based programs for preschool children -- to better understand issues that have presented challenges to many such institutions throughout the United States in achieving excellence in early childhood education, issues regarding curriculum, assessment, and high-quality teaching. The video presentation consists of three segments, each featuring a moderated discussion with an academic or an administrator in the field, video clips that illustrate concepts in actual preschool classrooms, and a primary question that functions as a guide for viewing. The DVD-ROM also has PowerPoint slides and PDF files including a self-study guide for individuals, a facilitator's guide for group presentations, bibliographical references, and links to Web resources.

I'M GLAD I'M ME. (The Whole Child: A Caregiver's Guide to the First Five Years, Tape 5.) By Joanne Hendrick. South Burlington, VT: Annenberg/CPB Project, 1997. **VHS**, 27 min. + faculty guide.

Developing self-esteem in young children from birth to age five. Recognizing children's accomplishments and offering opportunities for individual choice.

A PLACE OF OUR OWN. EARLY CHILDHOOD SOLUTIONS: EARLY ACADEMICS. Los Angeles: Community Television of Southern California, 2008. DVD, 2 hours.

This PBS series hosted by Debi Gutierrez provides parents, caregivers, and child care providers with information to help young children develop social, emotional, and cognitive skills. Topics in this episode include literacy, language development, writing skills, science, math and more.

SUPER GROUPS: CREATING ENGAGING GROUP TIMES. Washington, DC: Teaching Strategies, Inc., 2009, c1990-91. DVD, 94 min. + CD-ROM + viewer's and facilitator's guides.

Come Join In (29 min.) demonstrates how teachers involve children in activities and adjust their responses to children's varying abilities. Teaches techniques that are critical for holding a group's attention and preventing disruptions.

Give Yourself a Hand (33 min.) shows that children will engage in activities and manage more readily when they clearly understand what to expect and what is expected of them. Demonstrates core strategies that enable children to self-manage at group and circle time.

Once Upon a Time (32 min.) has vivid examples showing how reading aloud promotes language and literacy. Adults with different reading styles demonstrate how to read to large and small groups and keep children hanging on every word.

Accompanying CD-ROM contains PDF files of the viewer's and facilitator's guides.

DEVELOPMENTALLY APPROPRIATE PRACTICE

DESIGNING DEVELOPMENTALLY APPROPRIATE DAYS. (Indiana's Child Care Collection.) Washington, DC: NAEYC, 1994. DVD, 29 min.

The fundamentals of developmentally appropriate practice for all children are demonstrated. Video shows us how to consider the child, the environment, and adult/child interactions when planning curriculum.

DEVELOPMENTALLY APPROPRIATE PRACTICE: A FOCUS ON INTENTIONALITY AND ON PLAY. Washington, DC: National Association for the Education of Young Children, 2009. **DVD-ROM**, 178 min.; play on a computer with a DVD drive.

This professional development resource features the video segments from NAEYC's two online programs, DAP and Intentionality and DAP and Play, produced by NAEYC with the 2009 release of the 3rd edition of *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*. Each video includes scenes depicting developmentally appropriate practice in action -- in classrooms for infants, toddlers, preschoolers, kindergartners, and primary grade children. **DAP and Intentionality** (92 min.) addresses ways in which teachers intentionally use a variety of learning formats and teaching strategies to support children's learning. **DAP and Play** (86 min.) focuses on the characteristics and types of play and the teacher's role in supporting high-level play. Includes PDF versions of handouts for each video that highlight the key message of the programs.

DEVELOPMENTALLY APPROPRIATE PRACTICE IN ACTION. Washington, DC: National Association for the Education of Young Children, 2009. **CD-ROM** + the 352-page book *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*, 3rd edition.

Two dozen video examples from real early childhood classrooms, with commentary text, highlight significant elements of developmentally appropriate practice in action to illustrate the book they accompany.

LOOKING AT THE BASICS OF DEVELOPMENTALLY APPROPRIATE PRACTICE. Washington, DC: Distributed by the National Association for the Education of Young Children, 2006. DVD, 41 min. + 99-page book **Basics of Developmentally Appropriate Practice: An Introduction for Teachers of Children 3 to 6.**

Explains and illustrates the basics concepts of developmentally appropriate practice in simple, memorable ways for students at a beginner's level.

THE NEW DEVELOPMENTALLY APPROPRIATE PRACTICE: VIDEO PROGRAM. Washington, DC: National Association for the Education of Young Children, 2009. **DVD-ROM**, play on a computer with a DVD drive.

This professional development resource features the 53-minute video program produced by NAEYC with the 2009 release of the 3rd edition of NAEYC's *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*. Scenes depict developmentally appropriate practice in action in classrooms for infants, toddlers, preschoolers, kindergarteners, and primary grade children. The DVD-ROM also includes a video podcast series *Responses to Questions You Asked about DAP* and a video on the history of DAP. It includes reflection questions in PDF format and hyperlinks to other DAP-related Web resources.

THE CREATIVE CURRICULUM®

CARING AND LEARNING. Washington, DC: Teaching Strategies, Inc., 1991. DVD, 23 min. + user's guide.

Four family child care providers of differing backgrounds and means show how to provide developmentally appropriate programs and high-quality care in warm, loving environments. Caregivers arrange activities for children in nine different areas: blocks, toys, art, cooking, books, dramatic play, sand and water play, music and movement, outdoors.

CELEBRATING LANGUAGE AND LITERACY FOR INFANTS, TODDLERS & TWOS: STRATEGIES FOR EARLY LANGUAGE AND LITERACY DEVELOPMENT. Washington, DC: Teaching Strategies, Inc., 2008. DVD, 43 min. + user's guide (155 p.)

Includes two video programs developed as part of the StoryQUEST project at Sonoma State University: *Celebrating Language and Literacy for Infants, Toddlers & Twos* (11 min.) and *Strategies for Early Language and Literacy Development* (32 min.). Discusses how to help infants and toddlers develop early literacy skills. The user's guide explains how to use the videos in professional development and family workshops.

CREATIVE CURRICULUM FOR EARLY CHILDHOOD. Washington, DC: Teaching Strategies, Inc., 1988. DVD, 37 min. (*Creative Curriculum for Preschool in Action* includes this video in DVD format.)

Describes seven activity areas--blocks, house corner, table toys, art, water and sand, library corner, and outdoors--and shows how teachers can enhance children's learning through play in each of the areas.

CREATIVE CURRICULUM FOR PRESCHOOL IN ACTION. Washington, DC: Teaching Strategies, Inc, 2007. DVD, 120 min. + user's guide (70 p. English and 72 p. Spanish) + 1 bonus DVD (***Creative Curriculum for Early Childhood***).

Provides an in-depth examination of *The Creative Curriculum for Preschool* and shows how teachers use the Creative Curriculum to guide their thinking and decision making about teaching and learning. After a brief introduction from Diane Trister Dodge, eight 10- to 20-minute segments delve into the learning environment, a day in the life of the Creative Curriculum preschool classroom, intentional teaching in prekindergarten, planning for literacy, planning for mathematics, integrating learning through studies, using *The Creative Curriculum Developmental Continuum for Ages 3-5* to observe and assess children's learning, and building partnerships with families. Filmed in a variety of Head Start and child care settings, segments may be used at parent workshops and for ongoing teacher study groups. A bonus DVD consists of the original 1988 version of the *Creative Curriculum for Early Childhood* in its entirety.

LEARNING GAMES AGES 3 & 4. Chicago, IL: Double Dutch Films, 2004? DVD, 16 min.

Demonstrates a variety of different age appropriate educational games and activities caregivers can do with children. Based on the *Learning Games* books by Joseph Sparling & Isabelle Lewis.

OBSERVING YOUNG CHILDREN: LEARNING TO LOOK, LOOKING TO LEARN. Washington, DC: Teaching Strategies, Inc., 1995. DVD, 28 min. + trainer's guide.

Observation--as distinguished from opinion or judgement--is the basis of everything early childhood educators do. This video gives new and experienced staff the skills to learn about individual preschoolers and kindergartners, measure children's progress, and evaluate their program. The narrator walks the viewer through practice observations, and the guide gives sample forms.

ROOM ARRANGEMENT AS A TEACHING STRATEGY. 4th ed. Washington, DC: Teaching Strategies, Inc, 2003. DVD, 24 min. + guide.

A well-ordered classroom promotes learning, helps build a classroom community, and frees teachers to observe and interact with children in positive ways. This completely updated video presents ideas for arranging preschool classrooms to purposefully communicate powerful messages to children, messages such as: "this is a good place to be", "you belong here", "this is a place you can trust", "there are places where you can be by yourself when you want to", "you can do things on your own here", and "this is a safe place to explore and try out your ideas."

EMERGENT CURRICULUM

CHILDREN AT THE CENTER: REFLECTIVE TEACHERS AT WORK. By Margie Carter. Seattle, WA: Harvest Resources, 1997. **VHS**, 24 min. + trainer's guide + book **Reflecting Children's Lives** (205 p.)

A fascinating and challenging firsthand look at how teachers in two early childhood programs have begun to shift their thinking and practice to become more authentically child-centered.

EMERGENT CURRICULUM. Produced by Marie Goulet and Robert Schroeder with Scotia Plaza Childcare Centre. Toronto, ON: George Brown College, 2007. DVD, 22 min.

Shows how play-based curriculum supports learning and development of 3- to 5-year-old children while respecting their interests and choices. Personally meaningful play is based on topics relevant to children's lives and homes. Early childhood educators observe children, plan to sustain and enrich learning, and negotiate curriculum content with children.

GROWING MINDS. (The Whole Child: A Caregiver's Guide to the First Five Years, Tape 13.) By Joanne Hendrick. South Burlington, VT: Annenberg/CPB Project, 1997. **VHS**, 27 min. + faculty guide.

Developing thinking and reasoning skills in children from birth to age five. Two approaches to developing mental ability: the conventional approach and what is currently known as emergent curriculum.

PROJECT APPROACH: TAKING A CLOSER LOOK. By Sylvia C. Chard. Distributed by NAEYC, 2000?. **CD-ROM**.

This CD-ROM presents accounts of seven projects illustrated by photographs of work in progress and samples of children's work.

PROJECTS TO GO! : PROJECT APPROACH RESOURCES FROM THE EDITORS OF EARLY CHILDHOOD RESEARCH & PRACTICE. Champaign, IL: Clearinghouse on Early Education and Parenting (CEEP), College of Education, University of Illinois at Urbana-Champaign, 2011. **DVD-ROM**, 38 min. + CD-ROM.

Demonstrates the project approach in action with preschoolers and features commentary by Lilian G. Katz and *Rearview Mirror* author Sallee Beneke. Includes a DVD of ***Rearview Mirror: Reflections on a Preschool Car Project***, first released in 2004, which can be played in a conventional DVD player or on a computer with a DVD drive. The DVD-ROM also includes Beneke's 1998 book *Rearview Mirror* in PDF format. The CD-ROM contains 36 articles about the project approach, including 29 in both English and Spanish and 20 teacher reports on classroom projects, with photographs, graphics and some video.

SETTING SAIL: AN EMERGENT CURRICULUM PROJECT. By Margie Carter. Seattle, WA: Harvest Resources, 1997. DVD, 19 min. + viewer's guide.

This video--a sequel to *Children at the Center*--is the story of one in-depth, long-term emergent curriculum project that teachers undertook with preschoolers. The project focused on the sailing and sinking of the Titanic and began when a child came to the center singing a song about the Titanic he had learned from his dad.

STARTING AT SQUARE ONE. By Bev Bos. Roseville, CA: Turn-the-Page Press, 1994. DVD, 38 min.

Master teacher and director Bev Bos' goal at the Roseville Community Preschool is to establish an environment where kids will get memories that will sustain them all their lives. This video shows Bev in action as she shares her core beliefs about creative curriculum and what childhood really is.

THINKING BIG: EXTENDING EMERGENT CURRICULUM PROJECTS. Seattle, WA: Harvest Resources, 1999. DVD, 26 min.

This video--a sequel to **Children at the Center** and **Setting Sail**--offers a look at how teachers in an early childhood program discover emergent curriculum themes in children's play and extend them into in-depth project work. It shows how to set the stage with a flexible environment and schedule, adapt the Reggio approach, and use documentation to extend a project and make children's learning visible.

HIGH/SCOPE

ADULT-CHILD INTERACTION: COMMUNICATING TO SUPPORT LEARNING. Ypsilanti, MI: HighScope Press, 2009. DVD, 48 min. + viewer's guide.

How to create a positive classroom environment and improve your interactions with children in these three areas: participating as a partner in children's play, conversing with children, and encouraging learning in curriculum content areas through adult scaffolding. Part I Introduces adult-child interaction strategies and demonstrates their use in two work time scenes. Part II shows additional classroom scenes from each part of the daily routine.

CLASSIFICATION, SERIATION & NUMBER. Ypsilanti, MI: High/Scope Press, 2002. DVD, 52 min. + guide.

This program illustrates and describes the 13 math-related key experiences grouped under classification, seriation, and number.

CREATIVE REPRESENTATION. Ypsilanti, MI: High/Scope Press, 1999. DVD, 40 min. + viewer guide + booklet.

Preschool children represent their experiences through imitation, pretending, drawing, painting, and model-making. This video explains the six High/Scope key experiences in creative representation and shows how to help children develop creative and critical thinking skills through art activities.

ENGAGING YOUNG LEARNERS WITH SPECIAL NEEDS. Ypsilanti, MI: HighScope Press, 2014. DVD, 98 min. + viewer guide.

Describes how HighScope's active, participatory learning model provides inclusive experiences for preschoolers with and without disabilities, allowing all children to succeed.

Hightscope's Active Learning Model (39 min.) Demonstrates how active learning principles, the learning environment, the daily routine, and team planning with specialists help teachers individualize instruction for all young learners.

Supporting Inclusion Throughout the Daily Routine (59 min.) Demonstrates how teachers can embed learning opportunities into all components of the daily routine. Shows teachers using adaptations and supports to allow each child to develop skills in key curriculum content areas and actively participate in the daily routine.

THE HIGH/SCOPE DAILY ROUTINE. Ypsilanti, MI: High/Scope Press, 2007. DVD, 42 min. + viewer guide.

High/Scope teachers give preschoolers a sense of control over the events of the day by planning a consistent daily routine that enables the children to anticipate what happens next. Central elements of the preschool daily routine include the plan-do-review sequence, small- and large-group times, greeting time, and outside time.

THE INDOOR AND OUTDOOR LEARNING ENVIRONMENT. Ypsilanti, MI: HighScope Educational Research Foundation, 2008. DVD, 40 min. + viewer guide.

Examples from a variety of High/Scope settings show how adults can foster children's initiative and creativity through a supportive learning environment both indoors and out. Teachers choose materials, arrange and rearrange different interest areas, and use labeling and storage systems that allow children to easily find, use, and return the materials they need for active learning.

INITIATIVE & SOCIAL RELATIONS. Ypsilanti, MI: High/Scope Press, 2002. DVD, 58 min. + viewer guide + booklet.

Describes and illustrates the nine key experiences in initiative and social relations which help children develop into socially competent individuals. Includes unnarrated video scenes to promote discussion.

IT'S MINE! : RESPONDING TO PROBLEMS AND CONFLICTS. Ypsilanti, MI: High/Scope Press, 2003. DVD, 40 min. + guide.

Provides strategies caregivers can use to respond sensitively and positively to infants' and toddlers' social conflicts. Includes strategies for problem prevention, positive limit-setting, and resolving conflicts to help children begin to develop important social, language, and reasoning abilities.

LANGUAGE AND LITERACY. Ypsilanti, MI: High/Scope Press, 2000. DVD, 60 min. + viewer guide + booklet.

A description of the six High/Scope key experiences in language and literacy is followed by five scenes without narration which viewers can use to practice identifying the key experiences and the strategies adults use to respond to children's play ideas in ways that help the children develop language and literacy.

LARGE-GROUP TIME FOR ACTIVE LEARNERS. Ypsilanti, MI: High/Scope Press, 2006. DVD, 53 min. + viewer guide.

With sequences from large-group times at the High/Scope Demonstration Preschool, this program lets you watch High/Scope teachers plan, implement, and review a variety of engaging large-group activities that give children opportunities to make choices while participating in developmentally important experiences. The teachers also discuss how to adapt activities for children with special needs so that all children can be successful, active learners.

MESSAGE BOARD TIME IN THE HIGH/SCOPE PRESCHOOL. Ypsilanti, MI: High/Scope Press, 2008. DVD, 26 min. + the 56-page book *From Message to Meaning: Using a Daily Message Board in the Preschool Classroom* by Suzanne Gainsley.

Eight video clips of actual message board times at the High/Scope Demonstration Preschool illustrate the many ways in which the message board can be used to support children's learning through an engaging and interactive greeting-time experience.

MOVEMENT AND MUSIC. Ypsilanti, MI: High/Scope Press, 2004. DVD, 80 min. + viewer guide + 43-page book.

Fun-filled activities illustrate eight movement-related key experiences and six music-related key experiences through which children develop steady beat competence, physical coordination, concentration, and the ability to process information and act on it. Covers teaching strategies for group times, transition times, and spontaneous play. Includes unnarrated video clips of the strategies in use.

MOVING PAST PRAISE: SUPPORTING CHILDREN WITH ENCOURAGEMENT. Ypsilanti, MI. : High/Scope Press, 2008. DVD, 25 min. + viewer guide.

Explains why encouragement is more effective than praise in improving children's self-worth and self-esteem. In real classroom examples, teachers demonstrate three strategies to move from praising children to encouraging them: participate in children's play; encourage children to describe their efforts, ideas, and products; acknowledge children's work and ideas by making nonjudgmental descriptive comments.

OUTSIDE TIME FOR ACTIVE LEARNERS. Ypsilanti, MI: HighScope Press, 2009. DVD, 18 min. + guide.

This program is designed to help support children's active learning in the outdoor environment. It includes tips on how to arrange the outdoor space and equip it with materials so that it is safe, inviting, and full of opportunities for children's learning.

PLAN-DO-REVIEW IN ACTION. Ypsilanti, MI: HighScope Press, 2009. DVD, 40 min. + viewer guide.

In the plan-do-review process, children make plans, carry them out, and reflect on what they have done. In doing so, children learn to take initiative, solve problems, work with others, and accomplish their goals - their play becomes more purposeful and focused.

SMALL-GROUP TIMES FOR ACTIVE LEARNERS. Ypsilanti, MI: High Scope/Press, 2007. DVD, 42 min. + viewer guide.

Sequences from a variety of High/Scope settings show sources of ideas for small-group time, types of materials to use and how to organize them, and strategies teachers employ to support the individual ways in which children use materials.

SPACE AND TIME. Ypsilanti, MI: High/Scope Press, 2004. DVD, 44 min. + viewer guide + 41-page book.

Illustrates ten math-related key experiences grouped under space and time. These key experiences are a framework for encouraging meaningful activities that help young children expand their math skills and their understanding of math concepts. Includes such activities as filling and emptying, observing people, places, and things from different spatial viewpoints, starting and stopping an action on signal, and experiencing and comparing time intervals.

SUPPORTING CHILDREN IN RESOLVING CONFLICTS. Ypsilanti, MI: High/Scope Press, 1998. DVD, 24 min. + guide.

This video teaches six problem-solving steps adults can use to help preschool children resolve conflicts successfully and at the same time learn social, language, and cognitive skills they will use throughout their lives. The problem-solving process is demonstrated with real scenes of successful conflict resolution from a New York City Head Start Center and from the High/Scope Demonstration Preschool.

MONTESSORI

THE CHILD IN NATURE. Burton, OH: North American Montessori Teachers' Association, 2006. DVD, 16 min.

Montessori teacher trainer Nimal Vaz, landscape architect Robin Moore, and theologian-philosopher Thomas Berry show how the naturalized schoolyard brings the child into contact with the natural world and the universe. Filmed at the Montessori Center School in Phoenix, Arizona, the video introduces teachers and parents to the necessity of outdoor learning environments for preschool and elementary classrooms.

DISCOVERING THE REAL SPIRITUAL CHILD. By Sofia Cavalletti and Silvana Montanaro. Burton, OH: North American Montessori Teachers' Association, 2000. DVD, 75 min.

Sofia Cavalletti and Silvana Montanaro share their experience and theory about the spiritual development of children. Their presentations were delivered at the NAMTA conference titled *The Spiritual Development of the Child*, March 11-13, 1999, in a teleconference from Rome to Dallas, Texas.

THE GENIUS IN EVERY CHILD: EARLY CHILDHOOD VERSION. By Thomas Armstrong. Port Chester, NY: National Professional Resources, 2002. DVD, 34 min.

Armstrong gives evidence that genius is not solely the domain of a small elite group of individuals who excel far beyond the norm. Instead, there is genius in every child and educators have the responsibility to discover and awaken it. He discusses the importance of focusing on the joy of learning instead of the stress of testing. And he shows how learning environments based on the Montessori approach nurture the genius in children.

NURTURING THE SPIRIT. By Nimal Vaz. Burton, OH: North American Montessori Teachers' Association, 2006. DVD, 12 min.

Teacher trainer Nimal Vaz suggests more outdoor experiences for three- to six-year-olds, continuing from *The Child in Nature* (above). The principle is the same: There is no separation between the indoors and outdoors. The variety of work, the harvest, the ongoing integration of Montessori materials—sensorial, biology, practical life, and language—add a balance of freedom and discipline to the child's three-hour work day and the life of the child in the outdoors.

WHAT IS MONTESSORI PRESCHOOL? David Kahn. Cleveland, OH: North American Montessori Teachers' Association, 1997. DVD, 11 min. + guide.

An introduction to the philosophy, psychology, and methodology of Montessori education for the preschool child.

REGGIO EMILIA

BAMBINI: EARLY CARE AND EDUCATION IN PISTOIA, ITALY: A CHILD-FRIENDLY CITY. Carolyn P. Edwards. New York: Teachers College, Columbia University, 2003. **VHS**, 30 min. + viewer's guide + book *Bambini* (237 p.)

Uses the voices of parents, teachers, and administrators to go inside two inclusive infant-toddler centers; some preschool laboratories focusing on storytelling, oral literature, and the visual arts; a teacher workshop; and a preschool center that emphasizes books, imagination, and emerging literacy. All the centers for children under age six have continuity of care over two or more years, close relationships with families, and strong professional development for teachers. Shows physical environments, teachers' ideas about working with children across a range of abilities, and use of materials and community resources.

TAKE TIME TO SEE THROUGH THE CHILDREN'S EYES. By Ann Pelo. Seattle, WA: Harvest Resources, 2007. **CD-ROM**.

Preschool children explore the life cycle of leaves over the course of a year using the Reggio Emilia approach. A child's question about why leaves change color launches a small group of children into the intellectually engaging work of theory-making, perspective-taking, investigating, and collaboration. A companion to the book *The Language of Art* by Ann Pelo and the video *To See Takes Time*.

TO SEE TAKES TIME: GROWING CURRICULUM FROM CHILDREN'S THEORIES. Ann Pelo. Seattle, WA: Harvest Resources, 2004. DVD, 27 min. + guide.

Describes how teachers at Hilltop Children's Center grow curriculum from children's theories. Shows how teachers interpret the "Reggio approach" using study, experimentation and dialog to develop a set of principles to help them co-construct curriculum with children and their families.

THEORIES OF EARLY LEARNING

HOW ARE KIDS SMART? : MULTIPLE INTELLIGENCES (M.I.) IN THE CLASSROOM. Administrators' version. By Howard Gardner. Port Chester, NY: National Professional Resource, 1995. DVD, 41 min.

Explains multiple intelligences theory and the seven intelligences, explores some of the myths about M.I., shows how teachers have incorporated M.I. theory into their classrooms.

LISA MURPHY PRESENTS MANY KINDS OF SMART. Rochester, NY: Ooey Gooley Inc, 2012. DVD-ROM, 54 min. (includes self test and handout).

During this workshop on multiple intelligences Lisa presents, in her own unique and energetic way, the nine kinds of smart and what parents, teachers and providers can do to tap into the many kinds of intelligences, thus allowing our children to show how "smart" they really are. She challenges teachers to make sure they are celebrating all of the children in the classroom, not just the ones they like.

MONTESSORI, VYGOTSKY, AND PIAGET! OH MY! HOW WHAT THEY DID INFLUENCES WHAT YOU DO! Rochester, NY: Ooey Gooley Inc., 2012. DVD-ROM, 44 min. (includes self test and handout).

This workshop provides an overview of the key contributions of some of the major players in the history of early childhood education in order to remind us that being advocates of play-based programs is not a new idea.

PIAGET'S DEVELOPMENTAL THEORY: AN OVERVIEW. By David Elkind. Davis, CA: Davidson Films, no date. DVD, 27 min.

An overview of Jean Piaget's developmental theory, explained by Dr. David Elkind and by Piaget himself and illustrated by Elkind's interviews with children of various ages. Can serve as an introduction to Piaget's work or as a review of it.

PLAY: A VYGOTSKIAN APPROACH. Davis, CA: Davidson Films, 1996. DVD, 26 min.

Presents Lev Vygotsky's early childhood learning theories and demonstrates them in a classroom. Examines play and how it benefits cognitive and social skills and fulfills emotional needs.

THEORIES OF DEVELOPMENT. (The Developing Child, Module 2.) Barrington, IL: Magna Systems, Inc., 1997. DVD, 28 min. + workbook.

Explains cognitive, psychosexual, psychosocial, maturationist, behaviorist, social learning, and sociocultural theories of development. Explains the concept of the "whole child" and shows how theories tend to focus on one part only and to contradict one another. Examines the work of Piaget, Freud, Erikson, Gesell, Skinner, and Vygotsky, and shows how each theory has something to contribute to our understanding of children.

THEORIES OF DEVELOPMENT II. (The Developing Child.) Barrington, IL: Magna Systems, Inc., 2007. DVD, 17 min. + workbook.

Answers the question of why early child educators need to understand the educational theories of philosophers from three hundred years ago by explaining that these theories provide a foundation upon which to build one's own philosophy of education. Examines the theories of John Locke, Jean-Jacques Rousseau, Johann Pestalozzi, and Frederick Froebel.

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