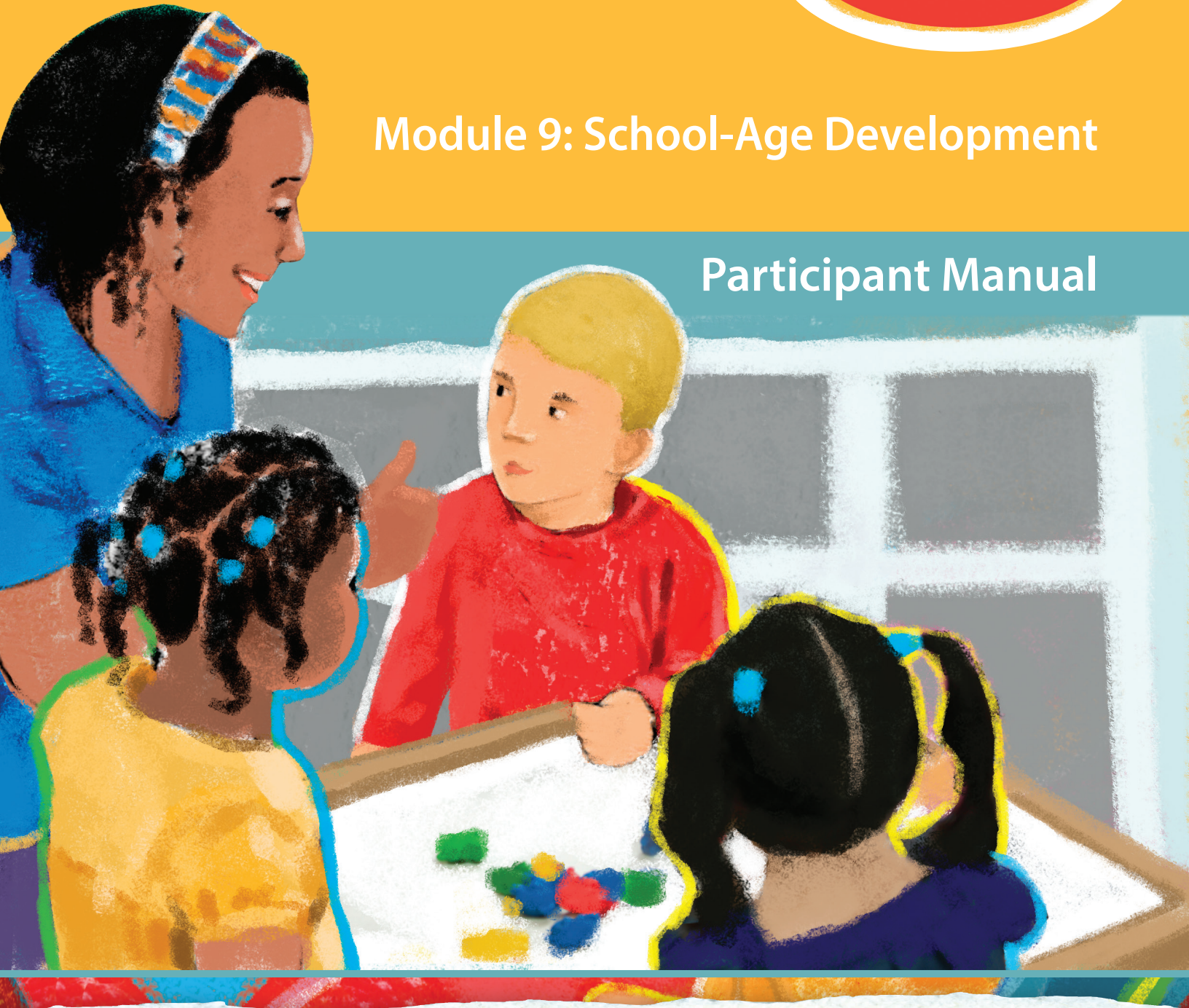


ECE Credential

Level 1

Module 9: School-Age Development

Participant Manual



Training brought to you by:



GATEWAYS TO OPPORTUNITY[®]
Illinois Professional Development System

ECE Credential Level 1 Training

Module 9: School-Age Development

Participant Manual · Standardized Version

This training is Registry-approved and counts towards DCFS licensed program training hours.

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ECE Credential Level 1 Training *Module 9: School-Age Development*

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Learning Objectives

Following this training, participants will be able to:

- Name the milestones for each area of development (physical, cognitive, language, and social/emotional) which would be typical at different ages for children between the ages of 5 and 18.
- Discuss how environment, genetics, and temperament play a role in the overall development of children between the ages of 5 and 18.
- Identify guidelines for supporting and responding to children and youth

Self-Reflection

Name or topic of your last module: _____

Reflect upon the last module you attended and answer the following. If this is your first module, you are not required to complete this section.

What new skills have you started practicing or what changes have you made as a result of the training?

What has worked? What hasn't?

What resources did you use from the training?

What other knowledge did you gain as a result of the training?

**Part 1:
School-Age and
Youth Development
Characteristics**

Human Growth and Development Principles

Developmentally Appropriate Practice (DAP)

DAP is an approach to caring for children grounded in the research of how children develop and learn. It is individualized, responsive care which is just right for the child's age, cultural context, and personality.

DAP consists of three components:

1. Knowing about child development and learning
2. Knowing what is individually appropriate
3. Knowing what is culturally important

Developmentally Appropriate Practice in the Care Setting

Developmentally appropriate practices in school-age and youth programs, are based on the developmental needs of the children served. There are two aspects: age-appropriateness and individual appropriateness.

- Resourceful, _____ staff
- Recognize the importance of _____
- Provide _____ for same-age and mixed-age groupings
- Provide activities for groups or _____
- Promote _____ - _____ activities
- Exercise positive _____
- Provide for the _____ child

Importance of Understanding Development

School age and youth programs must cater to the needs of children with a wide range of abilities, interests, and various stages of development.

- Have realistic expectations of what a child or youth can do at different ages
- Arrange the environment and deliver programs which meet the needs of children and youth
- Create healthy boundaries and relationships
- Support parents in their interactions as their child grows and changes over time



Stages of Development

Stage	Age Range
	Birth to 36 months
Preschool	
	5-12 years
Early Adolescence	
	15-18 years*

**Sources vary on when adolescence ends. As in any stage of development, there is a period of transition as the child/youth moves to the next stage. The transition stage from adolescence to adulthood has been labeled by psychologists as "emerging adulthood". As in all stages of development, this occurs over several years.*

Each stage is marked with characteristics unique for the age group. The chart illustrates some of those characteristics typical of each stage of development.

Individual differences in maturation rates, temperaments, and environment influences overall developmental patterns. Progression through these stages is not only determined by biological growth and change, but also by adult expectations and culture.

Stage	Characteristic
Infants/Toddlers	
Preschool	
School-Age (middle childhood)	
Early Adolescence	
Late Adolescent	

Categories of Development

Category	Characteristics
Physical	
Cognitive	
Language	
Social/Emotional	
Moral	

Patterns of Development

There are _____ patterns.

Many researchers and observers over hundreds of years have noticed most children and youth develop in a particular order. This is known as what is “typical”, and can be expected the world over. For example, babies usually crawl, and then pull themselves up on furniture before taking their first steps, in that order. Socially, younger children focus on themselves and, as they grow are able to see themselves the way others see them.

Knowing what is “typical” helps us know what we can expect from children and youth at different times in their lives. Also, if you notice some areas of development are outside what is “typical”, then it is possible to let supervisors know of the observed delay. It is important to remember just because something is not typical does not mean something is wrong.

Development occurs in a predictable order but at different _____.

If you compare two 12-year-olds born on the same day, you will notice there are similarities in development, and there are also some differences. Like the leaves on a tree each person is unique based on their genetics, temperament, and environment. When observing the two 12-year-olds, one may seem more like a typical 10 or 11-year-old, while the other seems more like a typical 13-year-old. Puberty, for example, usually begins any time between the ages of 8-13 for girls and 9-14 for boys.

Growth is _____ – it ebbs and flows, fits and starts, spurts and quiets

Development within a person is not smooth. You will see growth spurts where it seems you can almost see them get taller before your eyes. One day a child may struggle with reading and the next day they almost magically read. A child may appear like a little boy and then suddenly he sounds like a man as his voice changes. It is similar to the ebb and flow of the tides. Sometimes there is a lot going on with a young person as she or he develops, and then there are quiet times.

As children move through childhood and into adolescence, their abilities are fine-tuned through practice and maturation. **The pattern of simple to _____ can be seen in how a child learns to read, ride a bike, or solve problems.**



Video—Transitions from the Child’s Perspective

Notes:

Developmental Characteristics Ages 5-12

Infants, toddlers, and preschoolers all seem to have the same predictability to their overall development. During middle childhood, gender begins to play a role in the overall development; as well as the other factors such as:

- _____
- _____
- _____
- _____
- _____
- _____

Characteristics of Physical Development

While a tremendous amount of brain growth occurs in early childhood, the school-age years provides a last push as the brain grows to nearly adult size. During this time, brain development is focused in the frontal lobes. This part of the brain is responsible for abstract thinking, problem solving, and the development of the conscience. It is with the development of this part of the brain, a child's moral development takes hold.



Around the age of _____ or _____ a growth spurt occurs in the brain

The brain is nearly _____ - _____

Development of the _____ allows the child to understand responsibility, make ethical decisions, and plan ahead. This is a critical piece in moral development.

The two sides of the brain continue to connect.

This is the time to begin piano, dance, and other activities which require _____ coordination (lateralization).

Motor Skill Development

As children grow older, they become _____, more _____ and _____. They need plenty of opportunities to practice and use their large muscles. At this age, some children may need more encouragement to participate in large motor activities.

The same can be said for small motor development. Practicing printing and learning cursive enable the child to develop coordination. Puzzles, blocks, crafts, dressing dolls, etc. are also activities which promote small motor development.

Gross (Large) Motor Development	Fine (Small) Motor Development

Characteristics of Cognitive Development

- Thinking is limited to _____, concrete ideas and facts
- Naturally drawn to a subject or has a desire to _____
- Greater understanding of cause and effect which allows them to enjoy math and _____
- Demonstrate “_____”
 - Even though the shape changed, there is still the same amount of clay

Characteristics of Social/Emotional Development

- During this time, children move from being focused on family/parent _____ to those outside of the home
- Children have a desire to feel _____ and _____
- They begin to understand societal _____ and _____ behavior

Language Development

Learning to speak comes naturally, while reading is a skill which takes time. Children need the opportunity to practice this skill in a variety of ways. Children need to see reading as valuable. While most children can read around the age of 6 or 7, they will still need a variety of experiences to develop fluency.

- The average first grader knows the meaning of 8,000 to 14,000 words
- Children begin to understand words may have multiple meanings

Influences on language development include:

- _____
- _____
- _____

Pragmatics means _____

School-age children are able to contribute information to conversations, use humor appropriately, and understand the social etiquette of language (pragmatics)

Learning to Read – ages 5-10

- Sounding out words
- Memorizing sight words

Reading to Learn – ages 11-13

- Reading to learn more about a topic
- Better comprehension
- Can retrieve information



Developmental Characteristics Ages 12-18

As children move from middle childhood into the adolescent stage, remember there are periods of transition. In some developmental areas, a child may appear to be in the adolescent stage and others still in middle childhood.

List 3 words to describe adolescence

- _____
- _____
- _____

Characteristics of Physical Development

Puberty brings on a growth spurt

- Increased appetite
- Increased need for sleep (9 ½ hours)
- "Growing pains"

Fine motor skill development slows down around age 14

Gross Motor Development

- Gross motor skills continue to develop through adolescence
- Increased endurance and strength
- Many adolescents are challenged to get enough physical activity

Characteristics of Cognitive Development

The capacity for learning will never be greater than during adolescence. How mental tasks are carried out depend on the developmental stage of the frontal lobe. In other words, behavior may get in the way of learning.

Emergence of abstract thought and hypothetical reasoning (_____)

- _____
- _____
- _____

Thinking becomes somewhat _____

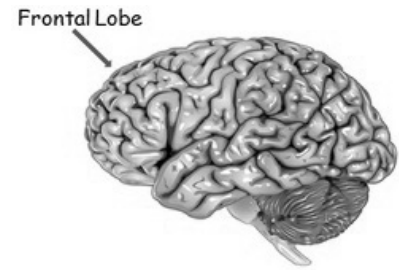
Adolescent Brain Development

The brain is not fully developed until an adult is in his or her early twenties.

During adolescence, brain development is focused in the frontal lobe.

The frontal lobe is responsible for:

- _____
- _____
- _____



What could impact this brain growth and function?

Characteristics of Social/Emotional Development

Adolescent social and emotional development is tied with brain development. Much of how an adolescent expresses feelings, reacts, and makes decisions is in direct relationship with brain development. The regions of the brain which control impulses and emotions are maturing.

This is the cause of spontaneous outbursts.

Characteristics include:

- Examination of one's values
- Concern for social approval
- Older adolescents will become less egocentric
- Cognitive and emotional development happens at different rates
- Peer groups replace family as the primary social focus

Providing the opportunity to develop healthy mental health habits sets the stage for positive mental health in adulthood.

- _____
- _____
- _____

Approximately 20% of adolescents are diagnosed with a mental disorder.

(Office of Adolescent Health – US Department of Health and Human Services)

Characteristics of Language Development

By the end of the adolescent years, advance language skills are used such as:

- Complex sentences (oral and written)
- Ability to follow grammar rules fluently
- Understand and use metaphors, similes, and idioms

Social language is a large part of the adolescent's life. Examples include:

- Sarcasm
- Teasing
- Slang
- Texting acronyms (lol)

Issues and Trends

- **Autonomy and** _____
Testing limits and pushing boundaries
- **Changes in** _____
Moving from "me" to "we"
- **Periods of** _____ **brain development**
What were you thinking? Or were you?
- **Connections to** _____ **and** _____
Peer pressure and choices
- _____ **and sense of self**
Who am I and how do I fit?



Strategies to Support the Needs of School-agers and Adolescents

	School-age (5-12)	School-age (12-18)
Autonomy and Independence		
Changes in perspective		
Periods of intense brain development		
Connections to family and peers		
Identity and sense of self		

Part 2: Quality Out of School Time

Quality Out of School Time

Quality programs for out of school time, promote better school attendance, grades, participation in extra-curricular activities, and a reduction in at-risk behaviors.

Video—Afterschool: Hours of Opportunity

Notes:

Licensing and Accreditation

- **Licensing** is a legal requirement issued by a government body
- **Accreditation** is a voluntary way for programs and centers to show they meet standards and use best practices

School-Age Care Environment Rating Scale (SACERS)

SACERS is a research based assessment tool. It is designed to assess before and after school group care programs for school-age children ages 5-12 years old. It is user-friendly and can be used for self-assessment of a program. Each tool simply describes measures of quality and rates them with a score of 1 through 7. These tools guide providers in making program improvements

5 Goals to Support Children and Youth As They Develop

1. Respect and _____ boundaries
2. Build and manage _____
3. _____ of time
4. Develop _____ skills
5. Create a _____ identity

Goals adapted from the 40 Developmental Assets® created by the Search Institute: www.search-institute.org

Importance of Relationships

Developmentally, building relationships is a critical part of middle childhood and adolescent development.

Adults:

- Model behavior
- Provide opportunity to develop interests and talents
- Practice social skills (hold a conversation)

Routines and Schedules

Especially tricky with afterschool programs is creating a routine and schedule which promotes flexibility. As with programs for younger children, routines are essential in communicating the expectations of a program.

Routines

- How participants enter and leave
- Snack
- Outdoor play

Schedules

- Offer blocks of time for children to choose their own activities
- Incorporate flexibility

Allowing school-age and youth to make decisions on scheduled activities can reduce challenging behaviors, provide the opportunity to practice decision making skills and promote leadership development.

- _____

Raps - _____

Snacks - _____

Naps - _____



With a partner, complete the chart below with ideas to support a child's need .

	Ages 5-10	Ages 10-18
Laps – list 3-4 activities, materials, equipment, or supplies to encourage movement		
Raps – list strategies to support a child's need to have some quiet time or time to work on school work – list strategies to support a child's need to share the events of his/her day		
Snacks – list 3-4 snack ideas a child could prepare on his/her own or in small groups		
Naps – list strategies to support a child's need to have some quiet time or time to work on school work		

Program Planning

Survey local _____, parents, _____, and _____

Determine _____ and monthly components of the program

Include children in _____

Environments

As in early care and education, the overall environment for school-age and youth programs should be welcoming.

- A goal is to _____ a setting which supports mutual respect
- Be _____ of all age groups if space needs to be shared
- Provide _____ for helping and mentoring
- Use the environment as the “_____”

Group Activity

How did you and your teammates respect each other’s ideas and efforts?

Did you or your teammates change your ideas or perspectives during the activity? In what ways?

What are some ways you could use this activity with school-age children and youth?

Guidance and Setting Limits

The overall goal of _____ is for the child to be self-sufficient.

Natural _____ allow older children to learn from mistakes and poor choices

As in younger children _____, positive reinforcement, offering _____, and _____ are effective strategies in working with school-age and youth

Discipline Strategies

Keeping in line with development, the following strategies can be helpful in establishing policies:

- Allow the child to advocate or speak for him/herself
- Be free of criticism of the behavior
- Concern comes before care
- Discipline is a valuable life skill

General Guidelines for Dealing with Behavior

1. Clear and consistent messages

2. Clear and consistent norms

3. Clear and consistent boundaries

4. Hold yourself and others accountable to norms

5. Norms of respect and safety

6. Building relationships

7. The more we do for them, the less they do for themselves

Actions Speak Louder Than Words

A father and son were going to the movies. As they stepped up to the ticket counter the father said, "Two tickets please."

The man behind the counter looked out and saw the young boy. "How old is he, sir?"

"My son is eleven," the father answered.

"Ok, that will be \$12 sir. You know, you could have told me he was 10 and paid less. I wouldn't have known," shrugged the ticket clerk.

"Yes, but he would have," the father replied as he and his son walked into the show.

Environment and Behavior

As with younger children, behavior is a response. How a child responds either positively or negatively typically relates to the overall environment.

- Nutrition: Avoid snacks high in sugar and empty calories
- Provide a consistent schedule and routine
- Build in a time of transition
- Provide opportunities for movement
- Praise and acknowledge positive behavior
- Stay calm



Knowledge to Practice

Below, write down key concepts you learned about child growth and development for children ages 5-18.

Cognitive

Language

Social-Emotional

Physical

Based on what you learned, how will this impact the children in your care?

Competency Checklist

Reflect on your understanding of the following competencies:

Identify physical, cognitive, social/emotional, and communication milestones, typical at different ages between six and twelve years.

Identify ways to help children develop a positive sense of self.

Identify characteristics and environments which support development and learning.

List factors which make an "out-of-school-time" curriculum developmentally appropriate for school-age children.

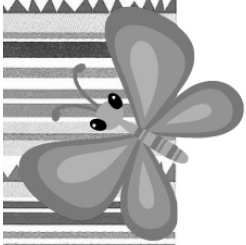
Name the benefits children gain from productive engagement.

Describe how learning experiences relate to academic success.

Describe how a particular activity reflects and promotes children's choices and interests

Resources

Summer Checklist



- 1) Celebrate Canada Day or the 4th of July
- 2) Watch fireworks or attend a parade
- 3) Have a teddy bear picnic
- 4) Go to a splash pad or swim in a pool
- 5) Host a "half sleeper"
- 6) Go to a farmer's market
- 7) Visit the library and read a book outside
- 8) Make homemade bubbles
- 9) Go fishing or hiking
- 10) Have a family movie night outside
- 11) Paint rocks or make patio stones
- 12) Pick out a toy or treat at the dollar store
- 13) Plant something and watch it grow
- 14) Visit a wildlife park, farm or zoo
- 15) Build a fort
- 16) Create a simple backyard water park
- 17) Play baseball, soccer, golf or street hockey
- 18) Make ice cream or go to an ice cream stand
- 19) Go for a bike ride
- 20) Decorate a cake or bake cookies
- 21) Spend time at a cottage, beach or park
- 22) Do a science experiment
- 23) Play a board game
- 24) Go geo-caching
- 25) Have a "kids pick the meals" day



- 26) Play mini golf
- 27) See a play or visit a museum
- 28) Have a lemonade stand
- 29) Try a new food
- 30) Have a theme day (*e.g. a pirate or superhero day*)
- 31) Camp in the backyard or living room
- 32) Have a PJ day
- 33) Build a large puzzle
- 34) Make a summer reading list or keep a summer journal
- 35) Fly a kite
- 36) Have a dance party in the living room
- 37) Go on a scavenger hunt
- 38) Build an obstacle course
- 39) Play with water balloons
- 40) Do a good deed or raise money for charity
- 41) Visit a new city or town
- 42) Play "tag"
- 43) Roast marshmallows or make a different campfire treat
- 44) Write and mail a letter or postcard
- 45) Run in a race
- 46) Craft a boat and float it down a river
- 47) _____
- 48) _____
- 49) _____
- 50) HAVE ICE CREAM FOR SUPPER!

DEVELOPMENTAL STAGE CHARACTERISTICS

MIDDLE CHILDHOOD

Age 6 through age 12

Social interactions are important. Interest in clubs and other social groups

Emotional swings. Fragile emotional stage for self-esteem and self-confidence

Rebellious. Wants to be independent; tests limits of self and parents; "I'm not a baby anymore."

Developing ability to reason.

Gradual movement from concrete learner to abstract thinker

Still heavy emphasis on experiential learning.

Movement toward mental independence.

Gradually develops this skill by about 9 years old

Shifting from egocentric to altruistic. Becomes focused on others and cultures outside their own

Becoming aware of social justice and

injustice. Becomes engaged in moral questions of right and wrong and wants to know moral and ethical reasons for everything



DEVELOPMENTAL STAGE NEEDS

MIDDLE CHILDHOOD

Age 6 through age 12

*Great things happen
when adults consider what
children need to grow
and develop!*

NEEDS FROM PARENTS

- Exercise your liberty to choose the most effective learning environment for your children.
- Seek the continuum of information about human development as your child grows and develops.
- Know where to access resources and support when your child's development takes twists and turns.
- Intentionally guide children and young adults toward a life of independence and contribution.
- Provide opportunities to explore extracurricular interests such as sports, the arts and age-appropriate social groups.
- Give them opportunities and encouragement to connect with nature on a regular basis.
- Act as role models for peaceful resolution of conflicts and guides in development of moral judgment and empathy.
- Provide firm, consistent and fair behavior guidelines and discipline.
- Provide appropriate amounts of praise for your child's efforts and abilities.
- Allow child to explore and learn from mistakes experienced through independent efforts and abilities.

NEEDS FROM EDUCATORS

- Demonstrate an understanding of human development from ages 6 through 12 and its application to learning.
- Create a school environment based on children's developmental needs and demonstrate a commitment to considering those needs when proposing any actions.
- Create a school environment that views parents and students as partners and thrives on community input.
- Provide learning environments that encourage active, hands-on, experiential learning.
- Provide learning experiences in the arts.
- Provide learning environments based on freedom of movement instead of confinement.
- Provide opportunities for peer teaching and collaborative learning.
- Provide opportunities to connect with and learn in nature.
- Recognize that 9-12 year olds are developmentally ready for computer-aided research, with guidance in critical thinking.
- Provide opportunities to build a self-image as a contributor to their school community.
- Provide guidance in your school culture for peaceful resolution of conflicts, development of moral judgment and empathy.
- Provide opportunities for in-depth, self-chosen study within their interests and timeline (6-9 year olds with guidance).
- Provide opportunities for them to help younger children and be mentored by older children.
- Let them learn from mistakes experienced through their independent efforts and abilities.

NEEDS FROM THE COMMUNITY

- Consider your community to be a classroom where children and young people can gain real experiences and have meaningful participation.
- Provide opportunities for young people to participate in community events where they can use their youth as a gift.
- Provide opportunities for young people to build a self-image as a contributor to their community.
- Provide fun, educational and cultural opportunities for parents and their children.
- For organizations that interact with young children (YMCA's, youth sports, etc.), understand what children need to thrive at this age and employ adults who can be good role models for character development, self-esteem and self-confidence.



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DEVELOPMENTAL STAGE CHARACTERISTICS

EARLY ADOLESCENCE

Age 13 through age 15

Abstract thinker.

Fragile emotional stage.

Indecisive.

Rebellion over independence.

Wonders about role in society.

Wants to fit in with peers, can easily cave to peer pressure.

Works cooperatively with peers.

Social, but begins to form smaller group of close friends.

Great physical changes can lead to confusion and/or insecurity.



DEVELOPMENTAL STAGE NEEDS

EARLY ADOLESCENCE

Age 13 through age 15

*Great things happen
when adults consider what
children need to grow
and develop!*



NEEDS FROM PARENTS

- Make an extra effort to understand the leap in development and changing needs of adolescents.
- Provide greater support and understanding for emotional upheavals.
- Be hyper-vigilant to peer pressure and guide them in good choices.
- Consider boarding school or some other means for your child to spend time away from you because of their strong need for independence at this age.
- Exercise your liberty to choose the most effective learning environment for your children.
- Provide guidance on how to set and achieve goals.
- Intentionally guide them toward a life of independence and contribution.
- Encourage schools to teach principles of economic freedom and act as models for your children as you make choices for the family.
- Continue to model and guide them toward peaceful resolution of conflicts and development of moral judgment and empathy.
- Provide opportunities to take an active role in determining how they should behave as good humans and offer consequences for poor behavior.

NEEDS FROM EDUCATORS

- Demonstrate a strong understanding of adolescent development and its application to learning.
- Create a school environment based on adolescent developmental needs and demonstrate a strong commitment to considering those needs when proposing any actions.
- Create a school environment that views parents and students as partners and thrives on community input.
- Provide opportunities for good relationships with teachers and others who are positive role models and can offer guidance and life experiences for exploring interests and career options.
- Provide guidance on how to turn vast amounts of information into relevant knowledge.
- Provide freedom of movement in learning environments including working with, and learning from, nature.
- Provide opportunities to apply learned concepts to practical life situations.
- Provide opportunities for peer teaching and collaborative learning.
- Provide opportunities to mentor younger children and learn from older students.
- Provide opportunities to take an active role in determining what good human behavior is and consequences for poor behavior.

NEEDS FROM THE COMMUNITY

- Consider your community to be a classroom where children and young people can gain real experiences and have meaningful participation.
- Provide opportunities for young people to participate in community events where they can use their youth as a gift.
- For political leaders, law enforcement and business owners, provide and encourage opportunities for age-appropriate interaction and participation on a regular basis.
- Provide opportunities for good relationships with community spark plugs who are positive role models and can offer guidance and life experiences for exploring interests and future career options.
- Provide opportunities for young people to participate in community events where they can apply learned concepts to practical life situations.
- Provide opportunities for young people to build a self-image as a contributor to their community.
- Provide fun, educational and cultural opportunities for parents and children.
- For organizations that interact with youth (YMCA's, youth sports, etc.), understand what young people need to thrive at this age and employ adults who can be good role models for character development, self-esteem and self-confidence.



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DEVELOPMENTAL STAGE CHARACTERISTICS

ADOLESCENCE

Age 15 through age 18

Advanced reasoning skills.

Risk-taking and impulsiveness.

May lead to experimentation with drugs and other destructive behavior

Becoming a more logical and hypothetical

thinker. Doesn't always think about or understand consequences of impulsive actions

Socially conscious. Social justice issues become important

May become involved in philanthropy if led in that direction.

Searching for a sense of purpose.

Begins thinking about self as independent of family.

Begins thinking of a career.



DEVELOPMENTAL STAGE NEEDS

ADOLESCENCE

Age 15 through age 18

**Great things happen
when adults consider what
children need to grow
and develop!**

NEEDS FROM PARENTS

- Make an extra effort to understand the leap in development and changing needs of adolescents.
- Provide greater support and understanding for emotional upheavals.
- Be hyper-vigilant to peer pressure and guide them in good choices.
- Provide opportunities to make decisions about their personal needs and learn from mistakes.
- Exercise your liberty to choose the most effective learning environment for your children.
- Intentionally guide them toward a life of independence and contribution.
- Provide guidance with how to set and achieve goals.
- Encourage schools to teach principles of economic freedom and act as models for your children as you make choices for the family.
- Continue to model and guide them toward peaceful resolution of conflicts and development of moral judgment and empathy.
- Provide opportunities to take an active role in determining how they should behave as good humans and offer consequences for poor behavior.
- Create a supportive environment of family and mentors as your child explores options for satisfying leisure activities and personal achievements.
- Provide opportunities to participate in controlled risky experiences such as sports, rock climbing, etc.

NEEDS FROM EDUCATORS

- Demonstrate a strong understanding of adolescent development and its application to learning.
- Create a school environment based on adolescent developmental needs and demonstrate a strong commitment to considering those needs when proposing any actions.
- Create a school environment that views parents and students as partners and thrives on community input.
- Provide opportunities for good relationships with teachers and others who are positive role models and can offer guidance and life experiences for exploring interests and career options.
- Provide guidance on how to turn vast amounts of information into relevant knowledge.
- Provide freedom of movement in learning environments including working with, and learning from and in, nature.
- Provide opportunities to apply learned concepts to practical life situations.
- Provide opportunities to mentor younger children and learn from older students and adult mentors.
- Provide opportunities to take an active role in determining what good human behavior is and consequences for poor behavior.
- Provide up-to-date information on careers, education programs and market trends as well as opportunities for internships to explore career choices.

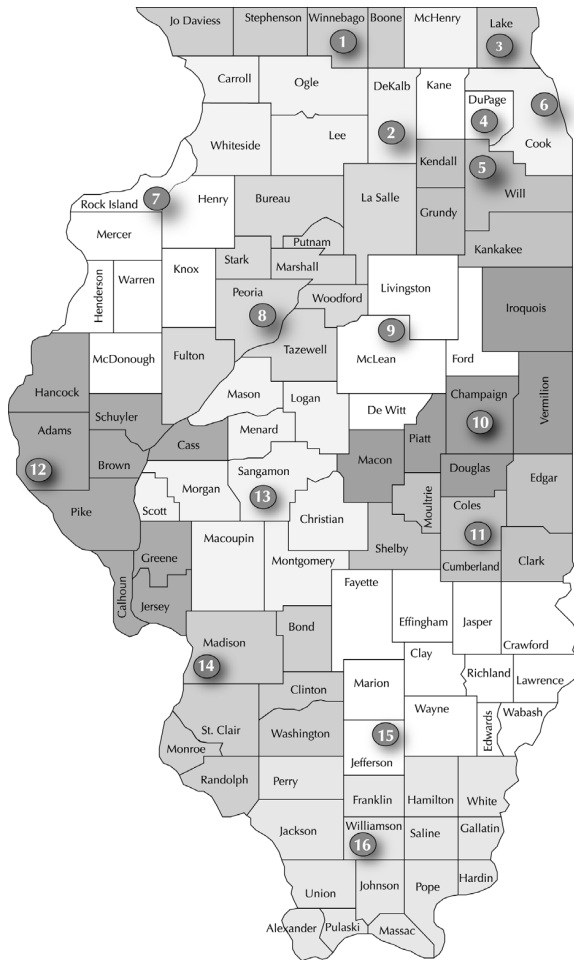
NEEDS FROM THE COMMUNITY

- Consider your community to be a classroom where children and young people can gain real experiences and have meaningful participation.
- Provide opportunities for young people to participate in community events where they can use their youth as a gift.
- Provide opportunities for good relationships with community spark plugs who are positive role models and can offer guidance and life experiences for exploring interests and future career options.
- Provide opportunities for young people to participate in community events where they can apply learned concepts to practical life situations.
- Provide opportunities for young people to build a self-image as a contributor to their community.
- Provide fun, educational, and cultural opportunities for parents and their children.
- For organizations that interact with young people (YMCAs, youth sports, etc.), understand what young people need to thrive at this age and employ adults who can be good role models for character development, self-esteem and self-confidence.
- Provide opportunities for young people to earn money through employment at local businesses.



dekkofoundation.org

Illinois Child Care Resource and Referral (CCR&R) Agencies Service Delivery Area (SDA)



SDA 1
YWCA
Child Care Solutions
(Rockford)
888-225-7072
www.ywca.org/Rockford

SDA 2
4-C: Community Coordinated
Child Care
(DeKalb)
800-848-8727
&
(McHenry)
866-347-2277
www.four-c.org

SDA 3
YWCA Lake County CCR&R
(Gurnee)
877-675-7992
www.ywcalakecounty.org

SDA 4
YWCA CCR&R
(Addison)
630-790-6600
www.ywcachicago.org

SDA 5
Joliet CCR&R
(Joliet)
800-552-5526
www.childcarehelp.com

SDA 6
Illinois Action for Children
(Chicago)
312-823-1100
www.actforchildren.org

SDA 7
Child Care Resource & Referral
of Midwestern Illinois
(Moline)
866-370-4556
www.childcareillinois.org

SDA 8
SAL Child Care Connection
(Peoria)
800-421-4371
www.salchildcareconnection.org

SDA 9
CCR&R
(Bloomington)
800-437-8256
www.ccrn.com

SDA 10
Child Care Resource Service
University of Illinois
(Urbana)
800-325-5516
ccrs.illinois.edu

SDA 11
CCR&R
Eastern Illinois University
(Charleston)
800-545-7439
www.eiu.edu/~ccrr/home/index.php

SDA 12
West Central Child
Care Connection
(Quincy)
800-782-7318
www.wcccc.com

SDA 13
Community Connection Point
(Springfield)
800-676-2805
www.CCPoint.org

SDA 14
Children's Home + Aid
(Granite City)
800-467-9200
www.childrenshomeandaid.org

SDA 15
Project CHILD
(Mt. Vernon)
800-362-7257
www.rlc.edu/projectchild

SDA 16
CCR&R
John Logan College
(Carterville)
800-548-5563
www.jalc.edu/ccrr

Find your local CCR&R by identifying what county you reside in.

Services your local CCR&R provides:

- Free and low cost trainings and professional development
- Grant opportunities for quality enhancements
- Professional development funds to cover expenses related to trainings and conferences
- Mental health consultants, infant toddler specialists and quality specialists to answer your questions
- National Accreditation support
- Free referrals of child care programs to families searching for child care.
- Financial assistance for families to help pay for child care.

And more...

Helpful Websites: Module 9

Illinois School Library Media Association
www.islma.org

Illinois Department of Children and Family Services
www.illinois.gov/dcfs

National Afterschool Network
<http://naaweb.org/>

Council on Accreditation
<http://coanet.org/accreditation/child-and-youth-development-program-accreditation/>

Search Institute
www.search-institute.org

General Links

Early Childhood News
www.earlychildhoodnews.com

ExceleRate Illinois homepage
www.excelerateillinois.com

Gateways i-Learning System - for online trainings
<http://courses.inccrra.org>

Gateways to Opportunity: Illinois Professional Development System
www.ilgateways.com

Head Start Early Childhood Learning & Knowledge Center (ECLKC)
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc>

Illinois Department of Children and Family Services Child Care Licensing Standards
www.illinois.gov/dcf/aboutus/notices/Documents/Rules_407.pdf

Illinois Early Learning Project
www.illinoisearlylearning.org

National Association for the Education of Young Children (NAEYC)
www.naeyc.org

National Association for Family Child Care (NAFCC)
www.nafcc.org

Statewide Training Calendar
www.ilgateways.com/en/statewide-online-training-calendar