Child Development
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I. Speaking with Preschoolers about Change

Preparing to Read

1. WHAT DO YOU ALREADY KNOW?
   How do young children adapt to change? What can a caretaker do or say to help children accept changes in their lives.

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2. WHAT WOULD YOU LIKE TO LEARN?
   List the things you would like to learn about talking to children about changes in their lives.

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3. FIRST READING: FINDING NEW WORDS
   Read the article “Speaking with Preschoolers about Change” and underline all the words you don’t understand. When you finish, enter these words in your vocabulary journal.
As parents, health care providers, and educators, we want to help children build strong emotional foundations that will support them through the many changes that will challenge them throughout their lives. These changes could be as different as getting a new babysitter, moving to a new home, or having a new sibling. Learning how to deal with life changes can be one of the most important skills we can teach our children.

Preschool children are not able to think in the abstract; they basically can think only about that which is right in front of them, here and now. They have no real sense of time. (Mommy says, "We're going to have ice cream later on." The child goes immediately to the refrigerator and looks up expectantly to the freezer.) Similarly, when adults talk about things or people not present, preschoolers have difficulty imagining where those things or people are. Therefore, when adults talk about something happening in the future, preschoolers think that it is happening now.

Preschool children have a fear and distrust of the unknown and unusual; they like and need clear routines. Therefore, when adults announce an unexpected change, preschoolers often think that something bad might occur. If it is not something they are routinely accustomed to, it may be something to be feared. Adults might say, "Don't be surprised," or "This is a little different," or "Just because we drove in Daddy's van, instead of Mommy's van, don't be surprised that the rules are still the same; we always have to buckle our seat belts."

Preschool children want to know who is in charge of their care during a change, and their own primary caregivers (parents) are most important. Therefore, adults should make it clearly understood, verbally and physically, who is taking childcare responsibility. "I am going to the store and Grandma is going to take care of you and the baby here at home until I come back" or, "Marianna is going home, and Sue and Debbie will be here to help children until she comes back."

When parents tell children about change, the parents have an opportunity to convey a sense of optimism, safety, and matter-of-factness, as well as an appropriate emotional response to the change. "Suzie is going to stop being your babysitter. She is going to live in another place far away from here, and that's what is supposed to happen. She'll come back to see us sometime. And mommy and daddy will always take care of you. Sometimes we feel sad when our babysitter has to go away, and that's okay. People feel sad for a while and then they feel better."
Many changes that are meaningful to adults are not as meaningful to young children; in fact, it may be unnecessary or harmful to fill preschoolers' minds with information about changes that are not relevant to them. Young children usually do not need to know that the house next door had a robbery occur or that the local grocery store is going to close. Therefore, adults need to choose what events are important to explain to children.

Source Citation
<http://proxy.deltacollege.edu:2055/gps/start.do?prodId=IPS&userGroupName=sjdc_main>. Gale
Document Number:A177017707
4. **ANNOTATE THE ARTICLE**
   On a separate sheet of lined binder paper, annotate the article using a triple entry journal. When you finish, ask a tutor to check your work.

5. **SUMMARIZE THE ARTICLE**
   Once an instructor checks and signs off your annotations, you are ready to write a summary of the article. On a separate sheet of lined binder paper, use your annotations to write a summary of the article. When you finish, ask a tutor to check your work.

6. **WHAT DID YOU LEARN?**
   List the interesting things you learned about how to talk to young children about change.

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7. **APPLYING WHAT YOU LEARNED**
   Read the situation below and then write a paragraph describing how you would talk to the preschooler, Maria, about the upcoming changes in her life.

   Maria is four and a half years old. She has been in preschool for one year with the same teacher, Sandy Clark. Yesterday, Sandy was struck by a car as she was crossing the street in front of the school. She is in serious condition, and no one knows when or if she will be coming back.

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II. Teaching Young Children Time

Preparing to Read

1. WHAT DO YOU ALREADY KNOW?
   How do young children relate to time? What strategies would you use to help a young child understand time?

2. WHAT WOULD YOU LIKE TO LEARN?
   List the things you would like to learn about how to teach young children about time.

3. FIRST READING: FINDING NEW WORDS
   Read the article “Teaching Young Children Time” and underline all the words you do not understand. When you finish, enter these words in your vocabulary journal.
Teaching Young Children Time
Joohi Lee, Joo Ok Lee, and Jill Fox

Time is an abstract concept and, therefore, difficult for young children to understand. Unlike measuring height, length, or distance with rulers, which is straightforward and much easier for children to learn, measuring time involves unconventional counting—one minute equals 60 seconds, one hour equals 60 minutes. To make matters worse, time moves forward in a circular manner on a conventional clock. And a digital clock makes the task of reading and measuring time even more difficult for children to understand.

The most effective way to help children develop a sense of time is to connect it meaningfully with their lives, events, and tasks. Rather than teach specific lessons on the clock or calendar, teachers should integrate features of time into activities throughout the day. There are several ways to incorporate learning time into a children’s daily routine.

One way to incorporate time meaningfully into the daily routine is to share the daily schedule. Sharing the schedule of daily events with children is an effective way to present the concept of a sequence of events or time order. A teacher can post the daily schedule on the classroom wall so that children can visualize daily events and routines. For example, children can learn that snack time comes after story time and that they go outside after snack time. Associating time with daily events and routines makes time less abstract to children.

To reinforce children’s understanding of time order, teachers should use sequential words when describing events. For example, when explaining to children about a nature observation, a teacher could say, "First, you will take your science nature notes with you and go to the playground. After you go outside, you will observe living things and non-living things. Next, you will draw living things and non-living things in your nature notes. Draw living things on one side and non-living things on the other side. We will share our notes later."

The concept of a calendar can be incorporated into the daily routine by including a daily calendar time activity. This type of activity helps children recognize day, week, and month patterns (e.g., a week is composed of seven days) as well as the relationship among days--today, yesterday, and tomorrow. Calendar time should be meaningful and functional in order for children to connect it with their lives. A teacher may ask children to share what they did yesterday or this morning or what they will do tomorrow. Children may mark certain days to record specific events, such as field trips, birthdays, cooking day, and so forth. Depending on the children's developmental and age levels, teachers can further discuss weekly events (e.g., "We have a field day next week") and yearly events (e.g., "You will be going to kindergarten next year.").
Using visual timers, sand timers, or colored water ones, can help children see the passage of time. By watching the sand’s movement in an hourglass for five minutes, children can visually sense time. Timers can also be useful for teaching sharing and cooperation. For example, the computer center may be a popular area where everyone wants to play. Consequently, the teacher could provide a sign-up list and tell children how long each person can stay at the center. If the given time is 10 minutes, the teacher should set a timer for that amount of time. Using and displaying timers in the classroom helps children recognize and measure the length of time.

Displaying both analog (round clocks with hands) and digital clocks at the child's eye level in a classroom is essential. A teacher frequently tells time in class without showing clocks (e.g., "We will go to the library at ten o'clock"). When a teacher tells time, he or she should be sure to show the time on an analog clock to help children become familiar with the system of time measurement. Displaying a digital clock as well will help children see the relationship between an analog and a digital clock time system.

When teachers use time-related words, it is necessary to use accurate words as often as possible. Five minutes literally means five minutes to children. Using accurate time words helps children develop a sense of the length of time. For example, if a teacher says to a child, "I'll be with you in a minute," but then gets back to the child after 10 minutes, the child may become confused about how long a minute really is. If a teacher tells a child to "wait a minute," the teacher should be sure to get back to the child in about a minute. Teachers frequently say, "You have five minutes before lunch" or "You have five minutes before clean-up."

Children learn to measure time better when they are able to see it concretely in their life contexts. It is essential for teachers to integrate the attributes of time with classroom activities and events in their students' lives on a daily basis.

Source Citation: Lee, Joohi, Joo Ok Lee, and Jill Fox. "Time here, time there, time everywhere: teaching young children time through daily routine (teaching strategies)." Childhood Education 85.3 (Spring 2009): 191(2). Expanded Academic ASAP. Gale. San Joaquin Delta College. 20 Aug. 2009
Gale Document Number:A194700833
4. **ANNOTATE THE ARTICLE**
   On a separate sheet of lined binder paper, annotate the article using a triple entry journal. When you finish, ask a tutor to check your work.

5. **SUMMARIZE THE ARTICLE**
   Once an instructor checks and signs off your annotations, you are ready to write a summary of the article. On a separate sheet of lined binder paper, use your annotations to write a summary of the article. When you finish, ask a tutor to check your work.

6. **WHAT DID YOU LEARN?**
   List the interesting things you learned about how to teach young children about time.

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7. **APPLYING WHAT YOU LEARNED**
   It is 8:00 am and you are going over the schedule with your class of three-year-old children. In the afternoon at 2:00 pm, instead of story time, Zeke’s mother is coming with cupcakes to celebrate his birthday. Write a paragraph describing how you would use this event to help the children understand the concept of morning and afternoon.

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III. Fixing Fears in Early Childhood

Preparing to Read

1. WHAT DO YOU ALREADY KNOW?
   Do you remember being afraid of monsters under the bed as a young child? What are some things parents and caregivers can do to help a child overcome his/her fears?

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2. WHAT WOULD YOU LIKE TO LEARN?
   List the things you would like to learn about how to help children overcome their fears.

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3. FIRST READING: FINDING NEW WORDS
   Read the article “Fixing Fears in Early Childhood” and underline all the words you do not understand. When you finish, enter these words in your vocabulary journal.
Monsters under the bed. Ghosts in the closet. During the preschool or early childhood period, roughly from two-and-a-half to five or six years of age, children tend to be terrified by a lot of things. Where do these fears come from? And more importantly, what can parents do to alleviate them?

Parents should first consider the preschooler's stage of cognitive development. Why is it that these fears are common among children in this particular age range, but are non-existent or at least rare at earlier or later ages? The answer rests in the recognition that a preschooler has mental capabilities that an infant or toddler does not have, and he doesn’t have other mental abilities that an elementary school child or adolescent does have.

An infant or toddler is in the "sensorimotor" stage of cognitive development. He deals with the world in a very physical way, through his senses and motor movements, and does not have much mental cognition at all. He is not a "thinker" and does not have the capacity for imagination and creativity—elements that are necessary to conjure up images of monsters under the bed and ghosts in the closet. Consequently, any fear he may show is likely to be a legitimate response to real elements of the environment that exist in the here and now.

A preschooler is in the "pre-operational" stage of cognitive development. He now has genuine mental abilities, including imagination and creativity. However, while he is indeed a thinker, he is not a particularly proficient thinker. His mind has many significant limitations, most notably a lack of rational thinking. The capacity to apply solid logic will not develop until the elementary school years (the "concrete operational" stage), and the capacity to apply abstract logic will not appear until adolescence (the "formal operational" stage). In addition, since the preschooler has been in the world for a relatively brief period of time, he does not have access to the wealth of practical experience that is available to an older child.
So if you put together imagination and creativity, the inability to think logically, and an absence of experience, you have a recipe for all sorts of unfounded fears. In fact, these fears are best described as "phobias" because a phobia is defined as a fear that has no rational basis. This is why some parents have to put off potty training their three year old for a few months because a nasty older sibling told him stories about sharks and alligators lurking in the water of the toilet bowl, and the three year old is now truly terrified that he will be bitten on the bottom if he sits on the seat.

What can mothers and fathers do to ease these fears? Well, if imagination and creativity, the inability to think logically, and an absence of experience causes the fears, you can employ those same elements to combat the fears. Let's say we're dealing with a monster hiding under the bed. The preschooler is afraid to go to sleep unless you never turn off the light and you stay with him all night. As many parents will tell you, trying to "talk sense" to the child will be a colossal waste of time. On the other hand, you can follow the successful strategy my wife devised when our children had such fears. She got an empty spray bottle, filled it with water, and peeled off the label. Next, depending on the specific fear of the moment, she replaced the old label with a new one that read "Anti-Monster Spray," "Anti-Ghost Spray," or whatever. Then she sprayed a mist around the bed, closet, window or wherever the evil thing allegedly was lurking while explaining that if the creature attempted to cross the powerful chemical barrier she was in the process of establishing, it would instantly disintegrate.

If you're uncomfortable indulging your child's imagination, don't be. It always amazes me that people who are reluctant to be untruthful in such matters don't realize that they have no qualms telling their child about Santa Claus. When you are dealing with the pre-logical mind of a preschooler, you have to work with what you've got. If you believe you can "explain" things to him as if you were talking to one of your peers, again, you are pursuing an exercise in futility.

Not all fears during this period can be classified as phobias. Some are real and need to be treated as legitimate. Let's say a child is bitten by a large dog or is simply frightened by the dog's ferocious barking. Subsequently, he may be afraid to approach even a small dog. Rather than ridiculing his reluctance or forcing him to confront the dog, it would be wise to indulge him for a while. Give the fear a chance to subside on its own, and then gradually reintroduce him to dogs at a pace and distance that permits him to be systematically de-sensitized to the fear.

Preschoolers have fears, both real and imagined. Many parents, often with the encouragement of the teachers, allow a child to endure the situation. Sometimes this works, eventually, but only after the child has suffered a considerable amount of anguish. However, quite often it results in the child engaging in horrific behavior that includes tantrums and the hitting or biting of any other kids that come near him. Parents and other caretakers need to find ways to help children deal with these fears. Without attention, a child's fears could develop into behavioral or emotional problems.

Source Citation
Gale Document Number:A163334666
4. ANNOTATE THE ARTICLE
On a separate sheet of lined binder paper, annotate the article using a triple entry journal. When you finish, ask a tutor to check your work.

5. SUMMARIZE THE ARTICLE
Once an instructor checks and signs off your annotations, you are ready to write a summary of the article. On a separate sheet of lined binder paper, use your annotations to write a summary of the article. When you finish, ask a tutor to check your work.

6. WHAT DID YOU LEARN?
List the interesting things you learned about helping children overcome their fears.

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7. APPLYING WHAT YOU LEARNED
Read the situation below and then write a paragraph describing the things you would do to help Allen overcome his fears.

Allen, 3 ½ years old, has suddenly become afraid of going to the doctor. It turns out that he just happened to be in the room when his twelve-year-old brother was watching a movie that included an evil doctor. Allen is suffering from a rash and needs to see a doctor.

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IV. Teaching Literacy Skills to Preschoolers

Preparing to Read

1. WHAT DO YOU ALREADY KNOW?
   What are some things parents and caregivers can do to lay a foundation for literacy in young children.

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2. WHAT WOULD YOU LIKE TO LEARN?
   List the things you would like to learn about how to help young children become literate.

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3. FIRST READING: FINDING NEW WORDS
   Read the article “Teaching Literacy Skills to Preschoolers” and underline all the words you do not understand. When you finish, enter these words in your vocabulary journal.
Teaching Literacy Skills to Preschoolers

Carianne Bernadowski

It is becoming more important than ever for parents and caregivers to find inexpensive, easy-to-do ways to promote early literacy development in preschoolers. The only rules are to do some activities every day and to keep it fun! Here are some practical ways to promote literacy in young children.

The first and most important way to encourage children to become literate is to provide access and exposure to all types of books. Make books available to children in the home and place them in an easily accessible location such as on a low bookshelf or in a basket. And most important, allow your child to play with them. To help build a home library, visit yard sales, thrift shops, and half-price bookstores. Ask family and friends to give your child a book for special occasions. To reinforce print awareness, label objects in your home using index cards, or print the words on a home computer in large font. Label objects such as a bookshelf, door, or window in a large font the child can easily identify. Be sure to use lowercase letters for your word signs.

A fun and free way to encourage a love of books and reading is to take your child to the library every week to check out books. Allow your child to select books, even ones that seem too hard. If you are unsure of appropriate books, ask the librarians. They are happy to make recommendations and they know a great deal about children’s literature. Time your visits to attend during story hour or other activities offered by the library staff. If you go to the library regularly, your child will soon learn the importance and pleasure of books. And the experience will build a bond between you and your child.

An important way encourage literacy is to read to your child daily. Make it fun. Create a reading nook or a special reading place. This reading area can be a bean bag chair, the floor in the child’s bedroom, or the couch. The important part is that your child associates the area with something pleasurable—a read-aloud from a parent. This invaluable gift costs nothing, but the returns are immense. Choose books that have predictable patterns such as rhyme and repetition. Replace the main character of the book with your child’s name to engage them. Read simple stories with simple plots or nursery rhymes. Also, lead by example
and be a reading role model for your child. It is essential that your child sees you reading and writing. It is not only important to take time to read to and with your child but also to yourself. As a role model, you are conveying to your child the importance of literacy activities.
There are many fun letter activities that you can do with your child. Paint-bag writing is fun; it can be used over and over and there are no messy paints to clean up at the end. Fill a gallon zipper-top bag with poster paint and use electrical tape to secure the top. Be sure to let out all of the air. Once the paint is securely inside the bag, allow your child to practice writing the alphabet. You say a letter and your child writes the letter on the bag of paint. Next, you say a letter sound and your child writes the corresponding sound. To make rainbow letters, write a single letter on a sheet of paper. Have your child trace the letter over and over using different colored crayons for each time. The resulting rainbow letter can be added to your alphabet book. A cookie sheet alphabet is a handy inside activity. Buy an inexpensive cookie sheet and magnetic alphabet at a discount store. Attach letters to the cookie sheet for on-the-go alphabet fun, and you'll never lose your letters. It's great for the car! The more children interact with letters, the more they will learn to recognize the letters. Just be sure the activity is fun and not drudgery. Don’t pressure your child to learn the concepts.

There are also many ways you can play with words with your child. Since the activities are done by listening, they can be done anywhere. Long trips in the car can feel shorter while everyone is doing word play. Talk about parts of words and words within words, such as “at” in the word cat. Challenge your child to guess the word rhyme. Long words are fun, such as smelliphone, belliphone, gelliphone. What’s my word? The child says, Telephone! Simple lists of rhymes are good as well. Don’t worry if the rhyme is not a real word. Give a list of two or three starting words and see if your child can add a few. For example, you might say, sat, cat, dat, and your child might answer, rat, bat, grat. Clap the syllables of words. Each time you see a word, model how to clap the syllables of the word. Then challenge your child to clap it, snap it, and stomp it. These activities focus on word play. Studies show that children who can manipulate word sounds orally are better at sounding out words when they learn to read. Luckily, children find this ‘work’ to be fun, and they look forward to playing word games. Repeating nursery rhymes, simple songs, or chants also reinforces understanding of how language works.

It's never too early to expose your child to reading and writing. Make the tools of literacy, crayons, markers, books, and paper, readily available. Creating an atmosphere where your child can easily work on literacy development opportunities when they arise is invaluable. And remember, be sure your child sees you reading and writing. Modeling what readers and writers do is a priceless gift you can't buy at any store.

Gale Document Number:A190941511
4. ANNOTATE THE ARTICLE
On a separate sheet of lined binder paper, annotate the article using a triple entry journal. When you finish, ask a tutor to check your work.

5. SUMMARIZE THE ARTICLE
Once an instructor checks and signs off your annotations, you are ready to write a summary of the article. On a separate sheet of lined binder paper, use your annotations to write a summary of the article. When you finish, ask a tutor to check your work.

6. WHAT DID YOU LEARN?
List the interesting things you learned about how parents and caregivers can promote literacy in young children.

7. APPLYING WHAT YOU LEARNED
Think about your experiences with reading as a child. Do you remember anyone reading to you? Who and how often? Do you like to read today? Do you think your childhood experiences had any influence over whether or not you enjoy reading?
V. Fetal Alcohol Syndrome: an Undiluted Danger

Preparing to Read

1. WHAT DO YOU ALREADY KNOW?
   Describe what you already know about fetal alcohol syndrome. What is it, and how does it affect children?
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2. WHAT WOULD YOU LIKE TO LEARN?
   List the things you would like to learn about fetal alcohol syndrome.
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3. FIRST READING: FINDING NEW WORDS
   Read the article “Fetal Alcohol Syndrome: an Undiluted Danger” and underline all the words you do not understand. When you finish, enter these words in your vocabulary journal.
Fetal Alcohol Syndrome: an Undiluted Danger
Harolyn Belcher

Would you want your child to be born mentally disabled? It is easy to prevent. Just don’t drink while pregnant. For a pregnant woman, drinking alcohol can have many effects on the developing baby or fetus. The child’s problems may range from a severe mental disability to mild behavioral and learning delays.

Fetal Alcohol Syndrome (FAS) is the leading cause of mental handicaps in the United States. It is completely preventable. Three out of four mentally disabled children are disabled because their mother drank while pregnant. Two in every thousand children have this problem. Five in every thousand children have a milder form. Occasional glasses of wine or even one drinking binge during pregnancy can doom a child to a lifetime of physical and mental problems.

Alcohol causes birth defects. Women who are long-term alcoholics are at greater risk of having a child with FAS. It may be surprising, but alcohol is more damaging to a developing fetus than the use of other substances, even cocaine, heroin, and tobacco.

There is no test for FAS. The mother’s history of drinking is important, and can be difficult to obtain if a child is in foster care. Birth mothers are usually honest when asked if they have a history of drinking if the doctor asks in a way that is non-judgmental. Certain facial features help doctors to identify Fetal Alcohol Syndrome in babies. The head of FAS children tends to be small. The upper lip is thin and the area just below the nose is flattened. Sometimes there is a fold of skin in the inner corners of the eyes.

Children with Fetal Alcohol Syndrome may also have seizures, trouble with eye-hand coordination, and defects in how the brain is formed. These children often do poorly on intelligence tests. FAS children may also have heart defects, liver problems, vision problems, and frequent ear infections.

Children who were exposed to alcohol while their mother was pregnant don’t all act or look the same. The facial features of FAS may not show. FAS may be confused with other illnesses, so it may be misdiagnosed. Doctors can run behavioral and mental health tests to help identify children with Fetal Alcohol Syndrome.

FAS children have lower intelligence than other children do. They often don’t understand social cues or general rules of hygiene, and it is difficult for them to learn from past experiences. This is particularly evident during the preschool period (at about age 3 years) when hyperactivity can become a problem, and again at around age 6-7 years.
There is no cure for Fetal Alcohol Syndrome, but doctors can work with families to learn to cope with the problems of FAS. Heart problems may be repairable with surgery. FAS children may have Attention Deficit Hyperactivity Disorder (ADHD). Specialists can help parents devise a plan to cope with difficult behaviors. Sometimes mood stabilizers are used to calm the child. Parents must learn how to best discipline and manage their child.

Generally, FAS children who have a treatment plan before age 6 years tend to do better than those identified later. The pediatrician who identifies children with FAS at an early age can help in obtaining comprehensive, lifelong services. Attention also should be given to families with other at-risk siblings.

There have been important strides in our understanding of Fetal Alcohol Syndrome. The public knowledge of the dangers of drinking while pregnant has improved. Children's doctors are more comfortable with using medications to treat the emotional and behavioral disorders in these children. However, many misunderstandings still exist. Care providers, both parents and doctors, are unaware that the FAS child will need life-long assistance. Only through early diagnosis and long-term intervention can we change the life course of a child with FAS toward a more hopeful future.

4. **ANNOTATE THE ARTICLE**
   On a separate sheet of lined binder paper, annotate the article using a triple entry journal. When you finish, ask a tutor to check your work.

5. **SUMMARIZE THE ARTICLE**
   Once an instructor checks and signs off your annotations, you are ready to write a summary of the article. On a separate sheet of lined binder paper, use your annotations to write a summary of the article. When you finish, ask a tutor to check your work.

6. **WHAT DID YOU LEARN?**
   List the interesting things you learned about fetal alcohol syndrome.
   
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7. **APPLYING WHAT YOU LEARNED**
   Fetal alcohol syndrome is preventable. What can we do as a society to help prevent this syndrome? Write a paragraph describing steps that you think our health care system and schools should take to help prevent fetal alcohol syndrome.
   
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PULLING IT ALL TOGETHER

The articles in this packet address the effects children’s early experiences have on their later development. Write a paper describing what you believe to be the most important experiences and lessons a young child needs to establish a foundation for success and happiness in life.