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Videos for Wisconsin Child Care Providers to Borrow:

CHILD DEVELOPMENT

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

THE BRAIN AND EARLY CHILDHOOD. Alexandria, VA: Association for Supervision and Curriculum Development, 1998, 2000. 2 VHS tapes + 150-page facilitator's guide.

Tape 1. A Mind of Their Own (32 min.)

Explains the recent research about how the brain works and factors that influence its growth and development.

Tape 2. The Act of Learning (35 min.)

Examines the importance of providing a continuum of developmentally appropriate educational experiences for young children, with a focus on play as a brain-compatible teaching and learning tool.

BRAIN TO FIVE. Appleton, WI: Appleton Education Foundation, 2008. 4 DVDs, 265 min.

These four lectures, sponsored by the Wisconsin Academy of Sciences, Arts, and Letters, focus on the growth and development of children during the first five years.

Part 1: Early language and your toddler. Susan Weismer, Mar. 5, 2008 (72 min.)

Part 2: How babies learn. Jenny Saffran, Apr. 2, 2008 (85 min.)

Part 3: Children's emotions and the developing brain. Seth Pollak, Apr. 23, 2008 (25 min.)

Part 4: Shaping your child's brain. Richard Davidson, May 13, 2008 (25 min.)

BUILDING QUALITY CHILD CARE: INDEPENDENCE. With Joanne Hendrick. Washington, DC: NAEYC, 1992. VHS, 20 min.

The development of self-reliance, self-control, conscience, problem-solving skills, and independence in children. What caregivers, curriculum, and the child care environment can do to help children work through these developmental tasks.

CHARACTERISTICS OF PRESCHOOLERS. Roswell, GA: Early Childhood Consultants, Inc., 1989. 2 VHS, 30 min. tapes + teacher's workbook + director's guide.

Two-tape child care training video shows physical, mental, social, emotional, and moral characteristics of children in actual child care situations at each stage of development from birth through four. Tapes are designed to be used along with suggested counseling sessions. Workbook provides additional information and activities.

Tape 1. CHARACTERISTICS OF PRESCHOOLERS: BIRTH THROUGH TWO

Tape 2. CHARACTERISTICS OF PRESCHOOLERS: THREES AND FOURS

CHILD'S PLAY: HOW HAVING FUN TURNS KIDS INTO ADULTS. Lake Zurich, IL: Learning Seed, 2004. VHS or **DVD**, 23 min. + study guide.

Play, especially the kind that's freely chosen and totally involving, is the engine that drives child development. It's the most important activity children do. Play is how they try out roles, test limits, develop basic physical and mental skills, and rehearse for adulthood.

DEVELOPMENTAL MILESTONES: THE PACEER PROJECT. Produced by PACEER Project, Research & Education Planning Center, College of Education, University of Nevada-Reno. Bloomington, IN: Agency for Instructional Technology, 1987. 6 VHS, 10-17 min. videocassettes.

Series for child caregivers about the normal development of children from birth to 36 months and the warning signs of developmental delay.

Tape 1. FINE MOTOR AND FEEDING DEVELOPMENT. By Betty Chaya. 12 min. + user's guide.

The normal development of fine motor and feeding skills in young children. Warning signs of delay. Referral sources.

Tape 2. GROSS MOTOR DEVELOPMENT. By Pamela Smith. 10 min. + user's guide.

Normal order of development of large muscle skills (sit, roll, crawl, walk, jump, climb stairs) in newborns to three-year-olds. Signs of delay. Professional referral sources.

Tape 3. SPEECH AND LANGUAGE DEVELOPMENT. By Linda Hobbs. 17 min. + user's guide.

Review of developmental milestones in speech and language from birth to three. Warning signs of possible delay. Referral sources for evaluation if skill and age levels don't match.

Tape 4. IDENTIFICATION OF HEARING LOSS IN SMALL CHILDREN. By Joy Morros. 14 min. + user's guide.

Sixteen percent of children age one to three have fluctuating or permanent hearing loss. Warning signs of possible hearing loss in children from birth to 36 months. How a child's hearing can be tested by an audiologist with special training in testing young children.

Tape 5. CURRICULUM PLANNING FOR TODDLERS: HANDICAPPED AND NON-HANDICAPPED. By Yvonne Lienau. 14 min. + user's guide.

Handicapped and non-handicapped children playing together at the PACEER play group illustrate ideas--about the physical environment, daily routine and activities, and adult roles and responsibilities--that will work in any program.

Tape 6. DISCUSSING SCREENING RESULTS WITH PARENTS. By Janelle Mulvenon. 11 min. + user's guide.

The importance of screening all children periodically. How to inform parents that their child might have a delay. The possible reactions of parents to the news that their child might be delayed. Supporting parents in following up on referrals to appropriate services.

EVERYBODY RIDES THE CAROUSEL: A VIEW OF THE STAGES OF LIFE ADAPTED FROM THE WORKS OF ERIK H. ERIKSON. By John and Faith Hubley. Santa Monica, CA: Pyramid Film & Video, 1975. VHS, 72 min.

Uses animation to dramatically describe Erik H. Erikson's theory of personality development from birth to death and the challenges and crises that characterize each stage. The Carousel and its eight rides serve as metaphors for life and its eight basic stages: newborn, toddlers, childhood, school age, adolescence, young adulthood, adulthood, and old age. A very visual, musical change of pace from the typical training video.

FLOOR TIME: TUNING IN TO EACH CHILD. Based on the work of Stanley Greenspan, MD. New York, NY: Scholastic Inc., Early Childhood Division, 1990. VHS, 35 min. + guide.

Shows how children grow emotionally in different ways and at different rates, and how the quality of your interactions with them at each stage of development is vital for their emotional, social, and intellectual growth. Gives five steps to help you physically and emotionally tune in to each child and make special time with young children really work.

HOW BOYS & GIRLS DIFFER: THE FIRST SIX YEARS. Lake Zurich, IL: Learning Seed, 2002. VHS or **DVD**, 21 min. + guide.

Looks at gender differences in natural abilities, social abilities, behavior and personality, and physical attributes during the first six years of life and offers tips for gender-neutral child-raising.

HOW THE YOUNG BRAIN LEARNS. Alexandria, VA: Association for Supervision and Curriculum Development, 2000. 3 audiocassettes, 150 min. total.

Three authorities in the fields of education, neuroscience, and cognitive psychology reveal how nature and nurture interact as children develop from infants to productive adults.

THE HUMAN BRAIN. By Bonnie Roberts Benesh. Newton, Iowa: Association for Supervision and Curriculum Development, 1999. VHS, 25 min. + 8 folders.

This professional inquiry kit for study groups contains eight folders, each devoted to one aspect of the human brain. Groups usually read the first folder at their first meeting to learn how to organize study groups. But after that your group decides which folder to work with and when. Each folder includes general information, thought-provoking questions, and ideas for using the video clips as a stimulus for discussion--but your group chooses which of those materials to use.

LISTENING TO CHILDREN: A MORAL JOURNEY WITH ROBERT COLES. Alexandria, VA: PBS Video, 1995. VHS, 87 min. + discussion guide.

Child psychiatrist Robert Coles investigates children's moral development via case studies of eight children and their families. In Part II, Coles leads a group discussion with parents and teachers.

MONSTERS IN THE CLOSET: CHILDHOOD FEARS & ANXIETIES. Bloomington, IL: Meridian Education Corp, 1997. VHS, 17 min. + guide.

Provides information on types of fears children experience, the ages at which many specific fears surface, and some common sense answers for parents and other providers to help children cope.

MORAL DEVELOPMENT I: CONCEPT AND THEORY. (The Developing Child, Module 24A.) Barrington, IL: Magna Systems, Inc., 1998. VHS, 29 min. + workbook.

Explains the concept of morality and the complexities of helping children develop a sense of right and wrong. Presents key values such as empathy, duty, self-reliance, justice and self-control, and shows how those values are developed throughout childhood and adolescence. Presents the principle theories of moral development, including psychoanalytical, sociobiological, social learning, and cognitive theories.

MORAL DEVELOPMENT II: LEARNING TO BE MORAL. (The Developing Child, Module 24B.) Barrington, IL: Magna Systems, Inc., 1998. VHS, 29 min. + workbook.

Describes the emergence of moral behavior from early infancy through adolescence. Covers the roles that parents, society, schools, and other institutions play. Emphasis is placed upon developing a detailed understanding of how moral development is nurtured and stimulated and also how it can be impeded.

NORMAL DEVELOPMENT OF WALKING. Produced by the University of Toronto. Tucson, AZ: Therapy Skill Builders, 1993. VHS, 14 min. + viewer's guide.

Gives a visual understanding of locomotion development throughout the first seven years.

NURTURING GROWTH: CHILD GROWTH AND DEVELOPMENT. (The Early Childhood Program: A Place to Learn And Grow, Tape 2.) Washington, DC: NAEYC, 1996. VHS, 30 min.

Shows how good early childhood programs incorporate all five developmental domains--physical/motor, cognitive, communicative/language, social emotional, and aesthetic--and how teachers plan for the interaction of these domains to support the development of the whole child. Tape looks first at ages 3-5 and then at ages 6-8. Lilian Katz stresses the great potential of mixed age groups and explains that children do not want fun all the time, but instead want challenge and interest.

PIAGET'S DEVELOPMENTAL THEORY: AN OVERVIEW. By David Elkind. Davis, CA: Davidson Films, no date. VHS, 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. (The Developing Child, Module 21.) Barrington, IL: Magna Systems, Inc., 1993. VHS, 29 min. + workbook.

The importance of play in the lives of children from infancy to middle childhood. The significance of play to all areas of development. The content and social dimension of play, and the role of the adult in enhancing play.

PRESCHOOLERS: HOW THREE AND FOUR-YEAR-OLDS DEVELOP. By Louise Welsh Schrank. Lake Zurich, IL: Learning Seed, 1996. VHS or **DVD**, 25 min. + study guide.

A lively group of always moving three and four year olds illustrates the milestones of development during these key years. This fast paced video examines preschoolers' social, physical, and cognitive development. Study guide includes list of developmental stages in language, art, and play.

PRESCHOOLERS: PHYSICAL AND COGNITIVE DEVELOPMENT. (The Developing Child, Module 19.) Barrington, IL: Magna Systems, Inc., 1994. VHS, 29 min. + workbook.

Gross and fine motor skills, perceptual development, ways of learning and characteristics of preschool thinking, new uses of language.

PRESCHOOLERS: SOCIAL AND EMOTIONAL DEVELOPMENT. (The Developing Child, Module 20.) Barrington, IL: Magna Systems, Inc., 1994. VHS, 29 min. + workbook.

Emotional and social development, fears and stress, prosocial behavior and aggression, developing conscience, socialization.

SELF IDENTITY AND SEX ROLE DEVELOPMENT. (The Developing Child, Module 23.) Barrington, IL: Magna Systems, Inc., 1993. VHS, 33 min. + workbook.

Development of self, group and gender identity throughout childhood. Theories of cultural and societal influences on sex role concepts and behaviors. Sex role behavior seen in play of young children.

6 CORE STRENGTHS. Bruce Duncan Perry. Gilbert, AZ: LinkLetter Media, 2004. 7 VHS videotapes + teacher's guide.

Tape 1. DEVELOPING POTENTIAL (26 min.)

Dr. Bruce D. Perry, an internationally recognized authority on children, discusses the six core strengths--attachment, self-regulation, affiliation, awareness, tolerance, and respect--that build on each other to help ensure children's physical, mental, and social health. He says it's vitally important that parents, caregivers, teachers, and others provide the experiences children need to develop these strengths.

Tape 2. ATTACHMENT (20 min.)

Dr. Bruce Perry discusses attachment, the capacity to form and maintain healthy emotional bonds with another person, and the cornerstone of all the other core strengths. Attachment is first acquired in infancy, as a child interacts with loving, responsive, and attentive parents and caregivers. It allows a child to love, to become a good friend, and to have a positive and useful model for future relationships. As a child grows, other consistent and nurturing adults such as teachers, family friends, and relatives will shape his ability to develop attachments.

Tape 3. SELF-REGULATION (24 min.)

Dr. Bruce Perry discusses self-regulation, the ability to notice and control primary urges such as hunger and sleep as well as feelings of frustration, anger, and fear. The roots of self-regulation begin with the external regulation provided by parents or significant caregivers, and its healthy growth depends on a child's experience and the maturation of the brain. Pausing a moment between an impulse and an action is a strength that must be learned; we are not born with it.

Tape 4. AFFILIATION (16 min.)

Dr. Bruce Perry discusses affiliation, the capacity to join others and contribute to a group. Affiliation is the glue for healthy human functioning, allowing us to form and maintain relationships with others and to create something stronger, more adaptive, and more creative than the individual. The family is the child's first and most important group. Later children join groups based on circumstance or common interests, and in these groups have thousands of brief emotional, social, and cognitive experiences that can help shape their development.

Tape 5. AWARENESS (18 min.)

Dr. Bruce Perry discusses awareness, the ability to recognize the needs, interests, strengths, and values of others. Infants begin life self-absorbed and slowly develop awareness, the ability to see

beyond themselves and to sense and categorize the other people in their world. An aware child learns about the needs and complexities of others by watching, listening, and forming relationships with a variety of children, seeing the ways we are all alike and different. With experience, a child can learn to reject stereotypes and be much less likely to exclude others from a group, to tease, or to act in a violent way.

Tape 6. TOLERANCE (16 min.)

Dr. Bruce Perry discusses tolerance, the capacity to understand and accept how others are different from you. To become tolerant, a child must first face the natural fear of differences. This can be a challenge because children tend to affiliate based on similarities in age, interests, families, or cultures. But children can learn to reach out and be more sensitive to others by watching how the adults in their lives relate to one another. With positive modeling, caregivers can insure and build on children's tolerance. The tolerant child is more flexible and adaptive in many ways, and as he learns to accept difference in others, he becomes able to value the things that make each of us special and unique.

Tape 7. RESPECT (26 min.)

Dr. Bruce Perry discusses respect, appreciating the worth in yourself and in others. Respect grows from the foundation of the preceding five strengths: an aware, tolerant child with good affiliation, attachment, and self-regulation gains respect naturally in a lifelong process with its roots in early childhood. Children will belong to many groups, meet many kinds of people, and will need to be able to listen, negotiate, compromise, and cooperate. Having respect enables a child to accept others and to see the value in diversity. He can see that every group needs many styles and many strengths to succeed and he can value each person in the group for her talents. When children respect--and even celebrate--diversity, they find the world to be a more interesting, complex, and safe place. Just as understanding replaces ignorance, respect replaces fear.

STUDY OF THE CHILD: HISTORY AND TRENDS. (The Developing Child, Module 1.) Barrington, IL: Magna Systems, Inc., 1997. VHS or **DVD**, 29 min. + workbook.

The history of the study of child development, changing beliefs about human nature, the nature-nurture question, the move from myths to scientific investigation, and six overarching principles.

THEORIES OF DEVELOPMENT. (The Developing Child, Module 2.) Barrington, IL: Magna Systems, Inc., 1997. VHS or **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.

TIME TO GROW. Fountain Valley, CA: Coast Community College District & the Corporation for Community College Television, 1992. VHS, 26 30-min. units on 7 videotapes.

Excellent course in child development for present or future child care providers, teachers and parents.

Tape 1. BEGINNINGS

1. Child Development: Introduces theories of development
2. Contexts of Development: How the social, economic, and cultural environment influences the developmental process
3. Blueprint for Life: Evolution of a one-celled life into the fully formed human infant
4. Great Expectations: Focuses on the birth and the family's expectations

Tape 2. INFANCY

5. First Adaptations: The growth of the infant brain and development of cognitive capabilities
6. The Infant Mind: Evidence that babies comprehend the world around them far earlier than was once assumed
7. First Feelings: The classic developmental question of how much an infant's "personality" can be attributed to the baby's relationship with its primary caregiver
8. A First Year: Documents the first year in the life of an infant

Tape 3. TODDLERHOOD (ages 1-2)

9. Language and Thinking: The brain and its role in facilitating and processing language during toddlerhood
10. I, Toddler: How toddlers grapple with dependence, autonomy, and sense of self
11. Risk and Resilience: Meet several children who have been abused or neglected; observe therapy sessions
12. The Typical Twos: A day in the life of three toddlers from varied family backgrounds

Tape 4. EARLY CHILDHOOD (ages 3-6)

13. The Preschooler's Mind: How preschoolers create meaning from the actions and interactions of people and things in the world around them
14. Preschool Social Development: How relationships with parents and peers, gender identity, and self-esteem combine to forge the preschooler's sense of self
15. Play and Imagination: How play enhances cognitive and social-emotional skills
16. Three Preschoolers: Brings together many aspects of the preschool-age child by introducing us to three special cases

Tape 5. MIDDLE CHILDHOOD (ages 7-12)

17. The Elementary Mind: Focuses on research in mathematical abilities, memory, and intelligence
18. Me and My Friends: Social and emotional development during middle childhood
19. Family Influences: Focuses on sibling relationships, divorce, and the complexities of family life
20. Getting Along: Development of prosocial and aggressive behavior during middle childhood
21. Three Children: Focuses on the lives of three different school-aged youngsters

Tape 6. TEENS (ages 13-19)

22. Teenage Mind and Body: Impact of puberty, cognitive development of teenagers
23. Teenage Relationships: Peer pressure and the shift in focus from family to classmates
24. Teenage Challenges: Pregnancy, eating disorders, school dropout, and delinquent behavior
25. Three Teenagers: Coping with, and learning from, life's circumstances

Tape 7. EPILOGUE

26. Childhood Matters: Five major stages of the developmental process: infancy, toddlerhood, early childhood, middle childhood, and adolescence

See also the following lists: Infants, Toddlers, and Twos; Language Development; School-Age Care: Child Development