



Sing.



Play.



Love.®

Alignment with Early Childhood Curricula,  
Standards and Philosophies

# Alignment with Early Childhood Curricula, Standards and Philosophies

High quality early education experiences help children learn to learn, as they practice creative thinking, problem solving and perseverance in an ever-changing world. Play is also central to any developmentally appropriate early childhood program, as play is the way children acquire and apply new skills and knowledge. Purposeful play is the essential element for intentionally teaching important cognitive, social-emotional and physical skills.

**SING.PLAY.LOVE.**<sup>®</sup> is a unique outcomes-based program that utilizes fun and engaging songs, picture books, music videos, play activities, and other resources to intentionally teach young children targeted skills for language, literacy and social-emotional growth.

The program goals are:

1. To equip children with the social and emotional skills that predict school success.
2. To teach children to love learning, while mastering essential skills for language, literacy and math.
3. To engage families in supporting early learning, as they enhance the parent-child bond.
4. To provide early childhood professionals with instructional supports, allowing them to creatively engage children in their own education.

The findings summarized below describe the measurable benefits of **SING.PLAY.LOVE.**<sup>®</sup> for young children and teachers alike.

- ✓ In a recent study, children who participated in the **SING.PLAY.LOVE.**<sup>®</sup> program demonstrated greater progress on learner outcomes for math, literacy, cognition and social-emotional growth than their control group peers.
- ✓ Preschool and kindergarten teachers who shared **SING.PLAY.LOVE.**<sup>®</sup> books, songs and learning activities with their children reported an increase in their confidence and ability to intentionally teach foundational skills for social-emotional development.
- ✓ Teachers utilizing the **SING.PLAY.LOVE.**<sup>®</sup> program in a large urban Head Start program made significant improvement in their ability to “actively engage children in activities to encourage participation and expand involvement” (Classroom Assessment Scoring System).

The **SING.PLAY.LOVE.**<sup>®</sup> program also supports the essential relationship between child and parent or caring adult, providing a bridge for learning and playful connections from school or center to the home.

Whether used to intentionally teach a variety of early learning skills, or utilized in combination with other curricula or methods, the **SING.PLAY.LOVE.**<sup>®</sup> program serves as an incredible resource to make learning meaningful and FUN for both child and adult.

The following pages summarize the ways in which the **SING.PLAY.LOVE.**<sup>®</sup> program effectively aligns with a variety of curricula, standards and methodologies for early education.

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## Curricula, Standards and Philosophies for Early Education

The **SING.PLAY.LOVE.**® program is well suited to support a variety of early childhood curricula, standards and philosophies, including the following:

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These **SING.PLAY.LOVE.**® books and songs will be included in the alignment charts.

<b>BOOKS</b>	<b>SEL songs included with the SOCIAL-EMOTIONAL LEARNING KIT</b>	<b>Motor songs included with the "I LOVE LEARNING" LANGUAGE, LITERACY AND MATH KIT</b>
<b>Ballad of Humpty Dumpty</b>	Hello Song	Comin' 'Round the Mountain
<b>Bee-ing Me</b>	Hot Potato Game	Hey, Everybody
<b>Birdie, Birdie in My Window</b>	How Do You Feel?	Hey, Monkey Monkey
<b>Bright Light</b>	I am Noisy	Jump Forward
<b>Circle Time</b>	I Can Play the Drum	Listening Boogie
<b>Grandpa's Farm</b>	Listening Body	
<b>Grizzly Bear</b>	My Bubble	
<b>I am Waiting</b>	Raise Your Hand	
<b>I Take the Music with Me</b>	Solutions Song	
<b>John the Rabbit</b>	Who Has It?	
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<b>White Sheep &amp; Black Sheep</b>		

# Early Childhood Developmental Continuum Assessment, Evaluation, and Programming System (AEPS® - Level 2) and **SING.PLAY.LOVE.**®

*The Assessment, Evaluation, and Programming System (AEPS®)* is an observational tool utilized with children who are at risk for exhibiting a developmental delay or disability. The system offers alignment of assessment, goal development, intervention and evaluation.

The AEPS® can be utilized by special educators, childcare providers, early interventionists, home visitors and therapists. Observation of a child's daily activities are collected along with input from family members to identify strengths and areas where the child requires support. This information can be used to develop appropriate goals and interventions, and to monitor progress.

The developers have aligned the AEPS® (Level 2) with state early learning standards and adhere to the recommended practices identified by DEC and NAEYC.

Much of the content of the **SING.PLAY.LOVE.**® program was created to support the AEPS® - Level 2 for preschool-aged children. The program was shared program-wide in a large school system serving preschoolers with identified special education needs, along with typically developing peer models.

The Assessment, Evaluation, and Programming System (AEPS®) assesses the following skills that are also targeted for instruction in the **SING.PLAY.LOVE.®** program.

<b>AEPS® areas Age 3–6 yrs</b>	<b>SING.PLAY.LOVE. Books and Songs</b>	<b>AEPS® Primary Skill</b>	<b>SING.PLAY.LOVE. Targeted Learner Goal</b>
Cognitive	Hot Potato Game	Uses imaginary objects in play Imitates uncommon motor actions Uses imaginary props	I can pass a desirable object. I can follow directions to play a pretend game with my friends. I can perform imitation with objects.
	<b>BIRDIE, BIRDIE book</b>	Imitates uncommon motor actions	I can imitate your motor motions.
	<b>GRANDPA'S FARM book</b>	Imitates uncommon motor actions. Completes familiar text of picture book.	I can imitate your motor motions.
	<b>JOHN THE RABBIT book</b>	Demonstrates understanding of different size concepts	I can compare objects on the basis of their size (small, medium, large).
	<b>LETTER BLUES book</b>	Uses consistent consonant-vowel combinations	I love letters! I can identify letters by sight and sound.
	<b>ONE ELEPHANT book</b>	Counts three objects One-to-one correspondence	I can rote count to five. I can count five objects accurately, using one number per object.
	<b>OPPOSITES SONG book</b>	Demonstrates uses of five different opposite concepts	I can name five or more pairs of opposites words.
	<b>RHYMING WORDS book</b>	Uses rhyming skills	I can recognize when two words rhyme.
	<b>WHAT COLOR AM I? book</b>	Demonstrates understanding of 8 different colors. Groups objects on the basis of category	I can label objects by color name. I can classify/group objects according to color.
Social Communication	Hello Song	Responds to social routines	I can participate in our group music routine.
	Who Has It?	Responds to contingent questions Uses pronouns	I can use pronouns. I can pass a desirable object. I can follow directions to play a game with my friends.
	<b>BRIGHT LIGHT book</b>	Uses words, phrases, or sentence to inform, direct, ask questions, express anticipation, imagination, affect, and emotions	I like myself. I know it is 'alright' to be different from others.
	<b>MY KITCHEN DOOR book</b>	Uses 50 single words	I understand many words and use them in conversation with others (vocabulary building).
Gross Motor	Comin' 'Round the Mountain	Various (locomotes while avoiding obstacles, mobility)	I can play a "follow the leader" game. I can follow the motor directions of the song.
	Hey, Everybody!	Various (supine/prone, balance in sitting)	I can follow the motor directions of a song. I can respect the personal space of my friends.
	Hey, Monkey Monkey	Various (balance, mobility)	I can play a "follow the leader" game. I can follow the motor directions of the song.
	Jump Forward	Various (Jumps forward)	I can move and stop. I can respect the personal space of my friends.

Social	How Do You Feel?	Identifies own affect/emotions	I can tell you when I feel happy, sad, mad, scared. I can identify emotions in others and myself.
	I am Noisy	Uses appropriate strategies to self-soothe.	I can use my quiet or noisy voice/body.
	I Can Play the Drum	Responds appropriately to directions during large group activity	I can wait. I can play and stop. I can listen and follow directions. I can sustain interest in a task or activity.
	Listening Body	Follows context-specific rules	My body is ready to listen.
	Listening Boogie	Responds appropriately to directions during large group activity	I can perform a two-step direction.
	My Bubble	Establishes and maintains proximity to others	I can respect the personal space of my friends.
	Raise Your Hand	Follows established rules at home and in classroom	I can raise my hand when I have something to say.
	Solutions Song	Resolves conflict by suggesting effective strategies	I can solve my problems, and help my friends solve their problems.
	Who Has It?	Shares or exchanges objects Joins others in cooperative activity	I can pass a desirable object. I can follow directions to play a game with my friends.
	<b>BALLAD OF HUMPTY DUMPTY book</b>	Resolves conflict by suggesting effective strategies Initiates and completes age-appropriate activities	I can suggest solutions to problems. I understand the concept of perseverance.
	<b>BEE-ING ME book</b>	Follows context-specific rules	I can follow classroom rules, routines and transitions.
	<b>CIRCLE TIME book</b>	Follows context-specific rules	I can sustain interest in a task or activity. I can follow classroom rules, routines and transitions.
	<b>GRIZZLY BEAR book</b>	Identifies own affect/emotions	I notice feelings on the faces of others and myself.
	<b>I AM WAITING book</b>	Responds to request to begin and end	I can wait. I can listen and follow directions.
	<b>I TAKE THE MUSIC WITH ME book</b>	Follows 1-3 non-routine steps	I can demonstrate confidence in meeting my own needs (independence).
	<b>OLD HOUSE book</b>	Resolves conflict by suggesting effective strategies Joins others in cooperative activity	I can cooperate and work together with my friends during play.
	<b>PLAY WITH ME book</b>	Interacts with others as play partners	I can invite a friend to play. I can join friends who are playing.
	<b>SURPRISE KID book</b>	Uses appropriate strategies to self-soothe.	I can self-calm.
	<b>WHITE SHEEP &amp; BLACK SHEEP book</b>	Uses appropriate strategies to self-soothe.	I notice the thoughts and feelings I am experiencing. I can sing a calming song with my caring adult.



# Creative Curriculum's Teaching Strategies GOLD® and SING.PLAY.LOVE.®

The authors of the *Creative Curriculum*® believe that “young children learn best by doing.” The classroom environment impacts opportunities to learn through active exploration. The goal of this curriculum is to help children become independent, self-confident, inquisitive and enthusiastic learners.

*Creative Curriculum*® focuses on four key areas of development: social/emotional, cognitive, physical and language. Ongoing progress monitoring is accomplished with their *Teaching Strategies GOLD*® assessment system. Teachers assess each student on the objectives within the area of development and learning by matching the child's level of function with the sample indicators.

The **SING.PLAY.LOVE.**® program aligns with these fundamental elements of the *Creative Curriculum*® and *Teaching Strategies GOLD*® assessment system:

- **Focus on the individual needs of students**, and their unique set of strengths and challenges through **SING.PLAY.LOVE.**® songs, books, play activities and visual supports that allow for differentiated instruction. Every child receives what he or she needs when instruction is chunked into “bite size portions” that are structured for success.
- **A “whole child” approach** to early learning that values social-emotional and “learn to learn” cognitive skills along with math and literacy. The **SING.PLAY.LOVE.**® program also focuses on social-emotional outcomes that predict school success. The inclusion of our picture books in circle and small group activities helps teachers blend literacy with social-emotional skills by singing, reading and talking about perseverance, problem solving, play skills, self-calming and positive self-concept the **SING.PLAY.LOVE.**® learning activities create.
- **Generalization of learning** as a child-directed and explorative experience across the routines and environments of the child's day. This can happen naturally as a child begins to spontaneously sing or asks to share a **SING.PLAY.LOVE.**® book with a friend during free play. Teachers can build upon new learning by using the language for emerging skills and knowledge across routines. For instance, the *BEE-ING ME* book teaches children what it means to be safe, respectful and responsible. Teachers can remind children what “safe” looks like during outside play or what “responsible” looks like during free play.

- **Creation of opportunities to naturally learn and practice key social-emotional skills** within important social relationships, with scaffolding and positive specific praise provided by teachers. Information set to music is easier to remember, and the social narratives our books and songs provide remind children of important social-emotional content.
- **Inclusion of a variety of learning styles** – including music, creative movement, sign language and visual supports (picture books, other printable child pages). The *Mighty Minutes for Preschool*® resources of the *Creative Curriculum*® pair beautifully with **SING.PLAY.LOVE.**® songs, books and learning activities. This repertoire of fun resources in combination creates teachable moments all day long that capture the hearts and minds of young children.

Creative Curriculum® and The **SING.PLAY.LOVE.**® program both intentionally teach these objectives for development and learning.

CC® Objectives for Development and Learning	SING.PLAY.LOVE.® Books and Songs	SING.PLAY.LOVE.® Targeted Learner Goal
1. REGULATES OWN EMOTIONS AND BEHAVIORS: 1a. Manages feelings.	How Do You Feel?	I can tell you when I feel happy, sad, mad, scared. I can identify emotions in others and myself.
	<b>BIRDIE, BIRDIE IN MY WINDOW book</b>	I can self-calm.
	<b>SURPRISE KID book</b>	I can self-calm.
	<b>WHITE SHEEP &amp; BLACK SHEEP book</b>	I notice the thoughts and feelings I am experiencing.
1. REGULATES OWN EMOTIONS AND BEHAVIORS: 1b. Follows limits and expectations.	I am Noisy	I can use my quiet or noisy voice/body.
	Listening Body	My body is ready to listen.
	Solutions Song	I can solve my problems, and help my friends solve their problems.
	Hello Song	I can participate in our group music routine.
	Raise Your Hand	I can raise my hand when I have something to say.
	I Can Play the Drum	I can wait. I can play and stop. I can listen and follow directions. I can sustain interest in a task or activity.
	<b>BEE-ING ME book</b>	I can follow classroom rules, routines and transitions.
	<b>I AM WAITING book</b>	I can wait. I can listen and follow directions.
1. REGULATES OWN EMOTIONS AND BEHAVIORS: 1c. Takes care of own needs appropriately.	<b>I TAKE THE MUSIC WITH ME book</b>	I can demonstrate confidence in meeting my own needs (independence).
	<b>SURPRISE KID book</b>	I can self-calm.
2. ESTABLISHES AND SUSTAINS POSITIVE RELATIONSHIPS. 2a. Forms relationships with adults.	<b>WHITE SHEEP &amp; BLACK SHEEP book</b>	I sing a calming song with my caring adult.
2. ESTABLISHES AND SUSTAINS POSITIVE RELATIONSHIPS. 2b. Responds to emotional cues.	How Do You Feel?	I can identify emotions in others and myself.
	<b>GRIZZLY BEAR book</b>	I notice feelings on the faces of others and myself.
2. ESTABLISHES AND SUSTAINS POSITIVE RELATIONSHIPS. 2c. Interacts with peers.	<b>CIRCLE TIME book</b>	I can sustain interest in a task or activity. I can follow classroom rules, routines and transitions.
2. ESTABLISHES AND SUSTAINS POSITIVE RELATIONSHIPS. 2d. Makes friends.	Solutions Song	I can solve my problems, and help my friends solve their problems.
	<b>OLD HOUSE book</b>	I can cooperate and work together with my friends during play.
	<b>BALLAD OF HUMPTY DUMPTY book</b>	I can suggest solutions to problems. I understand the concept of perseverance.
	<b>PLAY WITH ME book</b>	I can invite a friend to play. I can join friends who are playing.

3. PARTICIPATES COOPERATIVELY AND CONSTRUCTIVELY IN GROUP SITUATIONS. 3a. Balances needs and rights of self and others.	My Bubble	I can respect the personal space of my friends.
	Jump Forward	I can move and stop. I can respect the personal space of my friends.
	Who Has It?	I can pass a desirable object. I can share.
	<b>PLAY WITH ME book</b>	I can invite a friend to play. I can join friends who are playing.
3. PARTICIPATES COOPERATIVELY AND CONSTRUCTIVELY IN GROUP SITUATIONS. 3b. Solves social problems.	How Do You Feel?	I can tell you when I feel happy, sad, mad, scared. I can identify emotions in others and myself.
	Solutions Song	I can solve my problems, and help my friends solve their problems.
	<b>SURPRISE KID book</b>	I can self-calm.
	<b>PLAY WITH ME book</b>	I can invite a friend to play. I can join friends who are playing.
8. LISTENS TO AND UNDERSTANDS INCREASINGLY COMPLEX LANGUAGE. 8a. Comprehends language.	<b>GRANDPA'S FARM book</b>	I can join my friends to clap my hands and sing a song.
	<b>MY KITCHEN DOOR book</b>	I understand many words and use them in conversation with others.
8. LISTENS TO AND UNDERSTANDS INCREASINGLY COMPLEX LANGUAGE. 8a. Follows directions.	Comin' 'Round the Mountain	I can play a "follow the leader" game. I can follow the motor directions of the song.
	Hey, Monkey Monkey	I can play a "follow the leader" game. I can follow the motor directions of the song.
	Hot Potato Game	I can pass a desirable object. I can follow directions to play a pretend game with my friends.
	I am Noisy	I can use my quiet or noisy voice/body.
	Listening Body	My body is ready to listen.
	Listening Boogie	I can follow a two-step direction.
	I Can Play the Drum	I can wait. I can play and stop. I can listen and follow directions. I can sustain interest in a task or activity.
	<b>BEE-ING ME book</b>	I can follow classroom rules, routines and transitions.
	<b>CIRCLE TIME book</b>	I can sustain interest in a task or activity.
	<b>I AM WAITING book</b>	I can sustain interest in a task or activity.
9. USES LANGUAGE TO EXPRESS THOUGHTS AND NEEDS. 9a. Uses an expanding expressive vocabulary.	<b>MY KITCHEN DOOR book</b>	I understand many words and use them in conversation with others (vocabulary building).
	<b>OPPOSITES SONG book</b>	I can name five or more pairs of opposites words.

11. DEMONSTRATES POSITIVE APPROACHES TO LEARNING. 11a. Attends and engages.	Solutions Song	I can solve my problems, and help my friends solve their problems.
	<b>PLAY WITH ME book</b>	I can invite a friend to play. I can join friends who are playing.
	<b>OLD HOUSE book</b>	I can cooperate and work together with my friends during play.
11. DEMONSTRATES POSITIVE APPROACHES TO LEARNING. 11b. Persists.	<b>BALLAD OF HUMPTY DUMPTY book</b>	I can suggest solutions to problems. I understand the concept of perseverance.
	Hey, Everybody	I can persist in completing and sustaining the motor motions of the song.
11. DEMONSTRATES POSITIVE APPROACHES TO LEARNING. 11c. Solves problems.	Solutions Song	I can solve my problems, and help my friends solve their problems.
13. USES CLASSIFICATION SKILLS.	<b>WHAT COLOR AM I? book</b>	I can label objects by color name. I can classify/group objects according to color.
15. DEMONSTRATES PHONOLOGICAL AWARENESS. 15a. Notices and discriminates rhyme.	<b>RHYMING WORDS book</b>	I can recognize when two words rhyme.
16. DEMONSTRATES KNOWLEDGE OF THE ALPHABET. 16a. Identifies and names letters. 16b. Uses letter-sound knowledge	<b>LETTER BLUES book</b>	I can identify letters by sight and sound.
20. USES NUMBER CONCEPTS AND OPERATIONS. 20a. Counts. 20b. Quantifies. 20c. Connects numerals with their quantities.	<b>ONE ELEPHANT book</b>	I can rote count to five. I can count five objects accurately, using one number per object.
22. COMPARES AND MEASURES.	<b>JOHN THE RABBIT book</b>	I can compare and describe objects on the basis of their size (small, medium, large).

# Conscious Discipline® and SING.PLAY.LOVE.®

*Conscious Discipline*® is a social-emotional curriculum that focuses first on building relationships with caring adults in order to positively impact outcomes for children. This shift is accomplished through their “Seven Powers of Self Control” that encourage adults to be proactive instead of reactive in times of crisis. Cooperation, self-regulation and improved social-emotional behavior are positive byproducts of the connection and belonging a child experiences when they are a contributing part of their school “family.”

The SING.PLAY.LOVE.® program aligns with these assumptions of *Conscious Discipline*®:

**Before a child’s brain can optimally function, he or she must perceive that they are safe physically and psychologically.** Safety is a key concept of the BEE-ING ME book, which also includes responsibility and respect. The language of the song and book are generalized across the day of the young child’s life – whether at school, center or home – to remind them what safety looks like in a variety of routines. What does safety look like during outdoor play, snack, dismissal, circle time? How can we demonstrate safety in all of our relationships, including teachers, peers and family members?

A child who feels safe is a child who is more likely to be self-regulated. The child is able to manage his thoughts, feelings and behaviors. Many of the songs and stories of the SING.PLAY.LOVE.® program specifically address the key foundational skills for self-regulation, including: working memory, cognitive flexibility and inhibitory control.

**Character education is learned through real experiences of everyday life.** The SING.PLAY.LOVE.® program provides for generalization of core skills for character education from “circle time” whole group instruction across the child’s interactions and actions in his or her day at school, center or home. Strategies and supports are provided that make bridging this important learning so that both teachers and family members can be effective in intentionally teaching key skills for building self-regulation, social-emotional competence and character.

**Adults teach by example when they are conscious of the connection between what they say and what they do.** Therefore, it is essential that caring adults model calmness, respect, responsibility and kindness, and guide each child’s practice of these skills across routines and environments of the day at school, center or home. This practice is the foundation of the SING.PLAY.LOVE.® program’s fidelity implementation.

**The “home family” is an extension and integral part of the “school family.”** Each “family” member – teacher, parent, child and other caring adults at school and home – learn together to effectively form relationships, communicate, respond sensitively, and gain knowledge and skills. This partnership is also integral to the SING.PLAY.LOVE.® program, with materials and strategies that can provide a bridge of learning and connection from school to home learning environments. When children can enjoy the same songs, books and play activities at home as well as school, then generalization of learning can take place. For example, children understand the need to follow rules and meet expectations of safety, respect and responsibility across the day at home and at school.

Conscious Discipline® and The **SING.PLAY.LOVE.**® program both intentionally teach these core skills.

CD® Core Skills	<b>SING.PLAY.LOVE.</b> ® Books and Songs	<b>SING.PLAY.LOVE.</b> ® Targeted Learner Goal
Anger management	How Do You Feel?	I can tell you when I feel happy, sad, mad, scared. I can identify emotions in others and myself.
	<b>BIRDIE, BIRDIE IN MY WINDOW book</b>	I can self-calm.
	<b>SURPRISE KID book</b>	I can self-calm.
	<b>WHITE SHEEP &amp; BLACK SHEEP book</b>	I notice the thoughts and feelings I am experiencing.
Helpfulness	Raise Your Hand	I can raise my hand when I have a question, have something to say, or need help.
	<b>Solutions Song</b>	I can solve my problems, and help my friends solve their problems.
	<b>PLAY WITH ME book</b>	I can invite a friend to play. I can join friends who are playing.
Assertiveness	<b>BEE-ING ME book</b>	I can follow classroom rules, routines and transitions.
	<b>BRIGHT LIGHT book</b>	I like myself. I know it is 'alright' to be different from others.
	<b>I TAKE THE MUSIC WITH ME book</b>	I can demonstrate confidence in meeting my own needs (independence).
	<b>SURPRISE KID book</b>	I can self-calm.
Cooperation	How Do You Feel?	I can identify emotions in others and myself. I notice feelings on the faces of others and myself. I can cooperate with other children during play.
	Solutions Song	I can solve my problems, and help my friends solve their problems.
	Who Has It?	I can pass a desirable object. I can share.
	<b>OLD HOUSE book</b>	I can cooperate and work together with my friends during play.
Empathy	<b>JOHN THE RABBIT book</b>	I can tell you the good and bad choices the rabbit made in this story. I have a basic understanding of the difference between empathy (noticing the feelings of others) and compassion (wanting to help).
	How Do You Feel?	I can tell you when I feel happy, sad, mad, scared. I can identify emotions in others and myself. I can identify basic emotions in myself and others.
	<b>GRIZZLY BEAR book</b>	I can identify basic emotions in myself and others.

Impulse control	Comin' 'Round the Mountain	I can play a "follow the leader" game. I can follow the motor directions of the song.
	Hey, Everybody!	I can follow the motor directions of a song. I can respect the personal space of my friends.
	Hey, Monkey Monkey	I can play a "follow the leader" game. I can follow the motor directions of the song.
	Hot Potato Game	I can pass a desirable object. I can follow directions to play a pretend game with my friends.
	I am Noisy	I can use my quiet or noisy voice/body.
	I Can Play the Drum	I can wait. I can play and stop. I can listen and follow directions. I can sustain interest in a task or activity.
	Jump Forward	I can move and stop. I can respect the personal space of my friends.
	Listening Body	My body is ready to listen.
	Listening Boogie	I can follow a two-step direction.
	Raise Your Hand	I can raise my hand when I have a question, have something to say, or need help.
	<b>CIRCLE TIME book</b>	I can sustain interest in a task or activity. I can follow rules, routines and transitions.
	<b>I AM WAITING book</b>	I can wait. I can listen and follow directions.
	<b>WHITE SHEEP &amp; BLACK SHEEP book</b>	I sing and STOP. I can enjoy a calming song with my caring adult.
Problem solving	My Bubble	I can respect the personal space of my friends.
	Solutions Song	I can solve my problems, and help my friends solve their problems.
	<b>BALLAD OF HUMPTY DUMPTY book</b>	I can suggest solutions to problems. I understand the concept of perseverance.
	<b>OLD HOUSE book</b>	I can cooperate and work together with my friends during play.
	<b>PLAY WITH ME book</b>	I can invite a friend to play. I can join friends who are playing.



# *Desired Results Developmental Profile (DRDP)* and **SING.PLAY.LOVE.**<sup>®</sup>

The *Desired Results Developmental Profile (DRDP 2015)* was developed by the California Department of Education, Early Education and Support Division and Special Education Division. It is used extensively across the country to assess the educational progress of young children from early infancy to kindergarten. This tool can be utilized to monitor student progress of all children and plan meaningful instruction.

An “English Language” domain is included to take into consideration diverse populations and dual language learners. The *DRDP* can be utilized with children who have identified special education needs as well as those who are typically developing.

The *Desired Results Developmental Profile (DRDP)* domains and development measures align with these **SING.PLAY.LOVE.**<sup>®</sup> program learner goals.

<b>SING.PLAY.LOVE.</b> <sup>®</sup> Books and Songs	<b>SING.PLAY.LOVE.</b> <sup>®</sup> Targeted Learner Goal	<b>DRDP Objectives for Development and Learning</b>
Jump Forward	I can move and stop. I can respect the personal space of my friends. I can follow simple motor directions.	ATL-REG 1: ATTENTION MAINTENANCE Develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials
My Bubble	I can respect the personal space of my friends.	
<b>CIRCLE TIME book</b>	I can sustain interest in a task or activity. I can follow rules, routines and transitions.	
<b>SURPRISE KID book</b>	I can utilize self-calming strategies to manage my big emotions.	ATL-REG 2: SELF-COMFORTING Develops the capacity to comfort or soothe self in response to distress from internal or external stimulation
<b>BIRDIE, BIRDIE book</b>	I can imitate your motor motions.	ATL-REG 3: IMITATION Mirrors, repeats and practices the actions or words of others in increasingly complex ways
<b>GRANDPA'S FARM book</b>	I can imitate the sounds, actions and words of others.	
I am Noisy	I can use my quiet or noisy voice/body.	ALT-REG 5: SELF-CONTROL OF FEELINGS AND BEHAVIOR Increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time
I Can Play the Drum	I can wait. I can play and stop. I can listen and follow directions.	
Listening Body	My body is ready to listen.	
Raise Your Hand	I can raise my hand when I have something to say.	
<b>BEE-ING ME book</b>	I can follow rules and expectations.	
<b>I AM WAITING book</b>	I can demonstrate patient waiting.	
<b>I TAKE THE MUSIC WITH ME book</b>	I can demonstrate confidence in meeting my own needs (independence).	
<b>BALLAD OF HUMPTY DUMPTY book</b>	I can suggest solutions to problems. I understand the concept of perseverance.	ATL-REG 6: ENGAGEMENT AND PERSISTENCE Increasingly persists in understanding or mastering activities, even if they are challenging or difficult
<b>PLAY WITH ME book</b>	I can invite a friend to play. I can join friends who are playing.	ATL-REG 7: SHARED USE OF SPACE AND MATERIALS Develop the capacity to share the use of space and materials with others
Hey, Everybody!	I can follow the motor directions of a song. I can respect the personal space of my friends.	COG 1: SPATIAL RELATIONSHIPS Increasingly shows understanding of how objects move in space or fit in different spaces

<b>WHAT COLOR AM I? book</b>	I can label objects by color name. I can classify/group objects according to color.	COG 2: CLASSIFICATION Shows an increasing ability to compare, match, and sort objects into groups according to their attribute
<b>ONE ELEPHANT book</b>	I can rote count to five. I can count five objects accurately, using one number per object.	COG 3: NUMBER SENSE OF QUANTITY Shows developing understanding of number and quantity
<b>JOHN THE RABBIT book</b>	I can compare objects on the basis of their size (small, medium, large).	COG 5; MEASUREMENT Shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume) and how to quantify those properties
Comin' 'Round the Mountain	I can play a "follow the leader" game. I can follow the motor directions of a song.	LLD 2: RESPONSIVENESS TO LANGUAGE Communicates or acts in response to language and responds to increasingly complex language
Hey, Monkey Monkey	I can play a "follow the leader" game. I can follow the motor directions of a song.	
Listening Boogie	I can follow a two-step direction.	
Hello Song	I can verbally participate in our group music routine.	LLD 3: COMMUNICATION AND USE OF LANGUAGE (EXPRESSIVE) Communication develops from non-verbal communication to using language with increasingly complex words and sentences
<b>MY KITCHEN DOOR book</b>	I understand many words and use them in conversation with others (vocabulary building).	
<b>OPPOSITES SONG book</b>	I can name five or more opposite pairs.	
<b>ALL BOOKS</b>	I can engage in books, songs and correlated play-based activities.	LLD 5: INTEREST IN LITERACY Shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways
<b>RHYMING WORDS book</b>	I can recognize when two words rhyme.	LLD 8: PHONOLOGICAL AWARENESS Shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language
<b>LETTER BLUES book</b>	I can identify six letters by sight and sound.	LLD 9: LETTER AND WORD KNOWLEDGE Shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words
<b>BRIGHT LIGHT book</b>	I like myself.	SED 1: IDENTITY OF SELF IN RELATION TO OTHERS Shows increasing awareness of self as distinct from and also related to others
How Do You Feel?	I can tell you when I feel happy, sad, mad, scared. I can identify basic emotions in others and myself.	SED 2: SOCIAL AND EMOTIONAL UNDERSTANDING Shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics
<b>BRIGHT LIGHT book</b>	I know it is 'alright' to be different from others.	
<b>GRIZZLY BEAR book</b>	I can identify basic emotions in others and myself (empathy).	

<b>WHITE SHEEP &amp; BLACK SHEEP book</b>	I notice the thoughts and feelings I am experiencing as I sing this calming song with my caring adult.	SED 3: RELATIONSHIPS AND SOCIAL INTERACTIONS WITH FAMILIAR ADULTS Develops close relationships with one or more familiar adults and interacts in an increasingly competent and cooperative manner with familiar adults
<b>OLD HOUSE book</b>	I can cooperate with other children during play.	SED 4: RELATIONSHIPS AND SOCIAL INTERACTIONS WITH PEERS Becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers
Solutions Song	I can solve my problems. I can help my friends solve their problems.	
Who Has It?	I can pass a desirable object. I can share.	
<b>PLAY WITH ME book</b>	I can invite a friend to play. I can join friends who are playing.	
Hot Potato Game	I can follow directions to play a pretend game with my friends.	SED 5: SYMBOLIC AND SOCIODRAMATIC PLAY Develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others

# Devereux Early Childhood Assessment (DECA) and **SING.PLAY.LOVE.**<sup>®</sup>

The *Devereux Early Childhood Assessment (DECA)* tools are available for infants, toddlers, and preschool-aged children in either educational or clinical settings. They measure social-emotional skills and competencies by identifying a child's strengths and addressing areas for growth. Caregivers, teachers and families work together to complete the assessment to gain a complete picture of the child's social and emotional function.

**Within-Child Protective Factors.** The program's stated mission is to promote protective factors and strengthen resilience for children and their caring adults. They target three protective factors that can promote resilience for children.

1. **Attachment/Relationships:** the child's ability to promote and maintain mutual, positive connections with others

The **SING.PLAY.LOVE.**<sup>®</sup> program facilitates attachment through nurturing relationships which allow child and caring adult to engage in joint attention, imitation, emotional awareness, sound play and exploration.

2. **Initiative:** the child's ability to use independent thought and action to meet his or her own needs

The **SING.PLAY.LOVE.**<sup>®</sup> program helps children increase their independence by focusing on skills including perseverance, following rules and expectations, focusing attention to learn, gaining a positive self-concept, embracing diversity, and friendship skills.

3. **Self-Regulation:** the child's ability to express emotions and manage behaviors in healthy ways

The **SING.PLAY.LOVE.**<sup>®</sup> program helps children manage their thoughts, feelings and behaviors by focusing on emotional literacy, management of strong feelings, mindfulness and self-calming.

**Reflective Checklist for Teaching Practices.** The *DECA* includes a list of teaching practices to help teachers intentionally promote the social and emotional growth of children by focusing on their stated within-child protective factors. The “Reflective Checklist” includes these best practices.

A brief description of how the **SING.PLAY.LOVE.**<sup>®</sup> program supports these teaching practices is provided.

**Daily Routines.** Daily whole or small group **SING.PLAY.LOVE.**<sup>®</sup> time is recommended in order for children to be able to generalize their learning to other routines and environments of their day. Children are to then transition to a child-directed activity such as play centers or outdoor play. To strengthen predictability and consistency and help with transitions for this activity, a visual schedule is recommended for **SING.PLAY.LOVE.**<sup>®</sup> time. The visual schedule allows children to be able to review the planned songs and books prior to the activity, and to have a clear understanding of their sequence and completion.

**Environment.** It is an expectation that teachers create a dedicated space for **SING.PLAY.LOVE.**<sup>®</sup> time that allows children to safely enjoy large motor activity as well as planned songs, books and play activities. Per the Reflective Checklist, **SING.PLAY.LOVE.**<sup>®</sup> welcomes the opportunity to provide an environment and planned experiences that “are welcoming, reflective of families and cultures, and address the interests and skill-levels of all children.” **SING.PLAY.LOVE.**<sup>®</sup> offers teachers a variety of resources and instructional tools that allow all children to participate, whether they are making a choice with a visual support, singing, signing, moving, dancing, or taking a verbal turn.

**Caring Connections.** The **SING.PLAY.LOVE.**<sup>®</sup> program focuses on creating joyful and engaging moments where children and their teachers connect through music, books, play and fun. Each book and song allow teachers to intentionally teach key skills for early learning and kindergarten readiness. However, children are motivated to learn by the nurturance, care and fun the teacher provides throughout the learning process.

**Activities and Experiences.** The “building blocks” of the **SING.PLAY.LOVE.**<sup>®</sup> program include music, picture books and play-based activity, and all are experienced within a social context that includes a nurturing adult and/or peers. **SING.PLAY.LOVE.**<sup>®</sup> is a turn-key program that gives teachers a variety of resources and materials to intentionally teach foundational skills for early learning and kindergarten readiness. Teachers first share the **SING.PLAY.LOVE.**<sup>®</sup> songs, books and play activities in whole or small group settings, and then scaffold learning of the targeted learner goals throughout the day across routines and environments.

**Partnerships Between Teachers and Families.** A guiding principle of the **SING.PLAY.LOVE.**<sup>®</sup> program is that families and teachers can partner to intentionally teach the learner goals. The instructional supports included with the program include **PLAY & LEARN** pages for families for each targeted skill, music and song-only videos for families to enjoy at home with children. Student readers are also available for purchase to send home. Research shows that literacy outcomes are positively impacted for every book a child owns.

The Devereux Early Childhood Assessment for Preschoolers (DECA) "Within-Child Protective Factors" align with these **SING.PLAY.LOVE.**® program learner goals.

DECA Protective Factors	<b>SING.PLAY.LOVE.</b> ® Books and Songs	<b>SING.PLAY.LOVE.</b> ® Targeted Learner Goal
Attachment/Relationships	Comin' 'Round the Mountain	I can play a "follow the leader" game. I can follow the motor directions of the song.
	Hello Song	I can participate in our group music routine.
	Hey, Monkey Monkey	I can play a "follow the leader" game. I can follow the motor directions of the song.
	Hot Potato Game	I can pass a desirable object. I can follow directions to play a pretend game with my friends.
	<b>WHITE SHEEP &amp; BLACK SHEEP book</b>	I can enjoy a song and story with my caring adult.
Initiative	Hey, Everybody!	I can follow the motor directions of a song. I can respect the personal space of my friends.
	I am Noisy	I can use my quiet or noisy voice/body.
	I Can Play the Drum	I can wait. I can play and stop. I can listen and follow directions. I can sustain interest in a task or activity.
	Jump Forward	I can move and stop. I can respect the personal space of my friends.
	Listening Body	My body is ready to listen.
	Listening Boogie	I can follow a two-step direction.
	<b>BEE-ING ME book</b>	I can follow classroom rules, routines and transitions.
	<b>BRIGHT LIGHT</b>	I like myself. I know it is 'alright' to be different from others.
	<b>CIRCLE TIME book</b>	I can sustain interest in a task or activity. I can follow rules, routines and transitions.
	<b>I AM WAITING book</b>	I can wait. I can listen and follow directions.
	<b>I TAKE THE MUSIC WITH ME book</b>	I can demonstrate confidence in meeting my own needs (independence).
Self-Regulation	How Do You Feel?	I can tell you when I feel happy, sad, mad, scared. I can identify emotions in others and myself. I can identify basic emotions in myself and others.
	<b>BIRDIE, BIRDIE IN MY WINDOW book</b>	I can self-calm.
	<b>GRIZZLY BEAR book</b>	I can identify basic emotions in myself and others.
	<b>SURPRISE KID book</b>	I can self-calm.
	<b>WHITE SHEEP &amp; BLACK SHEEP book</b>	I notice the thoughts and feelings I am experiencing.

# Division of Early Childhood Recommended Practices (DEC) and **SING.PLAY.LOVE.**<sup>®</sup>

The Division of Early Childhood (DEC) of the Council for Exceptional Children created a set of recommended practices to provide guidance to early childhood professionals and families (2014). Their recommendations are intended to improve outcomes and promote the development of young children birth to five years of age who are at risk for developmental delays or disabilities.

Six of the recommended practices that have the particular relevance for teaching and learning will be highlighted here, along with a brief description of complimentary teaching practices and considerations of the **SING.PLAY.LOVE.**<sup>®</sup> program.

**Environment.** Teachers utilizing the **SING.PLAY.LOVE.**<sup>®</sup> program are encouraged to create a consistent, safe space for planned activities with room to incorporate large motor movement. Children should clearly understand where their bodies should be located for each activity of the planned activities, whether standing or seated. Some children will require a physical marker – such as a hula hoop, poly-spot, duct tape or inexpensive placemat – to help them learn and practice skills for proximity and motor planning.

The printable visual materials provided for use with children should be quickly and easily accessible, along with the visual schedule provided to allow children to “read” the books and songs planned. When utilized along with **SING.PLAY.LOVE.**<sup>®</sup> music, books, movement activities and verbal participation, the visuals provide even more opportunities for differentiated and individualized instruction. The goal is for all children to be active and involved in the planned learning activities, as well as the accompanying social-emotional growth that occurs when they interact and enjoy themselves.

It is advisable that all instructional materials and manipulatives are stored near your designated space in a container with a lid. These items can be distracting for some children and are best kept out of sight until it is time to share them.

Teachers should make a plan for sharing recorded music with children and practice this protocol so that transitions between activities are smooth. The quality of sound production is an important consideration, with sufficient volume for all participants to be able to listen and respond to the musical repertoire.

Teachers can move **SING.PLAY.LOVE.**<sup>®</sup> time to other settings, including indoor and outdoor environments, with planned transitions, appropriate boundaries within your defined space, and provision of quality amplification of recorded musical repertoire. It is recommended that these materials are placed in a bag in preparation for a secondary location: poly-spots or other markers for children to understand where they are to place their bodies in their new “circle,” Bluetooth speaker and music storage device (computer, iPad, phone) for playing music, visual materials or manipulatives corresponding with the activities you have planned, and visual schedule with song cards.



**Family.** The belief that teachers and families can work together as a team to teach young children essential skills is a guiding principle of the **SING.PLAY.LOVE.**<sup>®</sup> program. Families, cultures and schools are complex and diverse; respect and reflection are necessary in order to plan sensitive and responsive learning.

The **SING.PLAY.LOVE.**<sup>®</sup> program makes it easy for parents and teachers to team teach a variety of learning skills. Our songs, music videos, books and teaching activities can easily be shared with families via email or printed **PLAY & LEARN** pages. Song-only performances of each book are also available online, along with fun music video “live action” performances of each book tune with actions and signed words.

The activities are ideal for families with multiple siblings, as the materials and activities lend themselves to multi-age participation. Families can embed the **SING.PLAY.LOVE.**<sup>®</sup> program within the routines and transitions of their day, adding songs at snack or books at bedtime. These loving exchanges enhance the bond between caring adult and child, and create positive emotional memories that can last a lifetime.

**Instruction.** Good teachers plan instruction that connects “how” with “what” and “why.” It is critical to identify learning goals that match a child’s needs (“what”) and to establish that the selected goals are the best developmental priorities for him or her (“why”). However, determining the best method for helping children make educational progress can be the real challenge. Teachers who impact child progress plan learning activities that are hands-on, incorporate a variety of learning modalities – including auditory, visual and kinesthetic – and help children direct their own learning.

A recent study examined the effect of the **SING.PLAY.LOVE.**<sup>®</sup> program for supporting the teacher-child interactions that support learning (*Classroom Assessment Scoring System*). The collected data suggested that teachers participating in the **SING.PLAY.LOVE.**<sup>®</sup> program made statistically significant improvements on the CLASS “instructional learning format” dimension ( $p < .05$ ). This is an exciting finding, as a teacher’s ability to “actively engage children in activities to encourage participation and expand involvement” is a critical instructional skill.

One-hundred percent of teachers completing a post-study survey reported a positive increase in their attitudes and skills specific to whole-group instruction as a result of their participation in the **SING.PLAY.LOVE.**<sup>®</sup> program. While expertise in content and child development is a prerequisite for effective teaching, the importance of enthusiasm, confidence and joy cannot be underestimated.

**Interaction.** The **SING.PLAY.LOVE.**<sup>®</sup> program is shared with children through face-to-face interactions with caring adults. This instructional method makes possible a greater level of interaction between child and adult, as well as between children in the group. When **SING.PLAY.LOVE.**<sup>®</sup> intentional teaching strategies are combined with the teacher’s enthusiasm and energy, children joyfully learn and practice skills and content.

It is important to scaffold positive interactions between young children by supporting their communication with peers and modeling social language with your own self-talk. For instance, have an “out loud” conversation with yourself about what might be the best way to join two friends who are playing. Quietly suggest to a child the strategy of trading when two children are finding sharing toys to be difficult. There are numerous opportunities to teach problem solving, cooperation, friendship skills and emotional literacy with the

**SING.PLAY.LOVE.**<sup>®</sup> program. Skills and content can be presented and discussed during whole group instruction, and then generalized across the routines and environments of the child's day.

**Teaming and Collaboration.** The **SING.PLAY.LOVE.**<sup>®</sup> program was first tested within an early childhood special education program that included typically developing peer models. Physical, occupational and speech-language therapists viewed **SING.PLAY.LOVE.**<sup>®</sup> time as the perfect opportunity to observe a child's progress in action. Therapists often took the lead in planning and providing the **SING.PLAY.LOVE.**<sup>®</sup> instruction, singing and dancing along with children on their case load as well as their friends.

Targeted goals for motor and communication can easily be embedded by teachers or therapists in the **SING.PLAY.LOVE.**<sup>®</sup> lessons, whether they lead the session or support another team member. Instruction can be generalized by all professionals working with the child and becomes meaningful, interactive, and naturally embedded within the routines and environments of the child's day at school or center. This inter-disciplinary **SING.PLAY.LOVE.**<sup>®</sup> approach is a benchmark for organizations serving young children with disabilities.

**Transitions.** Transitions are the time in between activities when children move from one task to another. Music can be an effective tool for planned transitions in the early childhood classroom.

Music inherently provides structure and predictability with the repetition of choruses and the variation of verses. Children can predict that the lyrics they remember and can sing with gusto will return after the changing verses. They can also understand a song as a unit of measure and learn to synchronize the completion of picking up toys or washing hands with the final notes of a song they hear.

The use of a visual schedule is a fidelity teaching practice of the **SING.PLAY.LOVE.**<sup>®</sup> program. Embedding a simple schedule made from a cookie sheet, magnets and song cards within the daily classroom schedule is an evidence-based practice and is beneficial for providing comfort and predictability for every child in the class. This practice can be uniquely beneficial for some children who may be anxious or impulsive.

Transitioning from home to school can cause some children to be anxious or upset. Incorporate one of the **SING.PLAY.LOVE.**<sup>®</sup> songs or books with a slow tempo to help anxious children self-regulate and self-calm. Dim the lights for a few seconds and have children lay down on their backs with their hands on their tummies. Model deep breathing for them as you sing softly or play a recording of the gentle **SING.PLAY.LOVE.**<sup>®</sup> song of your choice. This music-based routine can help children learn to transition from home to school until they are able to transition independently.

# Head Start Program Performance Standards and **SING.PLAY.LOVE.**<sup>®</sup>

Head Start provides a comprehensive program to meet the emotional, social, health, nutritional and psychological needs of children experiencing poverty and other risk factors. By advocating for vulnerable children and families, Head Start works to equalize opportunity through quality early education and care.

The *Head Start Early Learning Outcomes Framework* (2015) defines key areas and expectations for child development and learning. School readiness is described in the *Framework* as a process where children learn in safe environments within positive child-adult relationships, whether at school, center or home.

The **SING.PLAY.LOVE.**<sup>®</sup> program aligns with the following fundamental elements of the *Head Start Early Learning Outcomes Framework*:

- **Identified learner goals require a plan for intentional teaching.** **SING.PLAY.LOVE.**<sup>®</sup> books and songs make it easy for teachers to embed opportunities to learn skills for social-emotional function, language and literacy across the routines of the child's day. By repeating key vocabulary, modeling targeted skills and providing positive specific praise across the day, children learn to independently demonstrate and embrace their new learning. We build upon our **SING.PLAY.LOVE.**<sup>®</sup> Circle Time fun all day long to extend the fun and learning of *Framework* objectives.
- **Opportunities to successfully include all children, irrespective of ability.** The **SING.PLAY.LOVE.**<sup>®</sup> program facilitates differentiated instruction and participation for all through shared songs, stories, and play-filled activities. For example, the *RHYMING WORDS* book can help children recognize and produce rhyming words. However, the same song and accompanying book can create the visual support some children may need to be able to receptively or expressively label the objects pictured on each page.
- **Family engagement is key to changing the trajectory of achievement for young children.** The **SING.PLAY.LOVE.**<sup>®</sup> program makes it easy for parents and teachers to team teach a variety of learning skills. Our songs, music videos, books and teaching activities can easily be shared with families via email or printed **PLAY & LEARN** pages. Song-only performances of each book are also available online, along with fun music video "live action" performances of each book tune with actions and signed words.

- **Celebration of diverse cultures and families** through songs, stories and play by building upon musical traditions that are a part of the young child's culture.
- Opportunities for children who are **dual language learners** to practice and produce the vocabulary, phrases and fluency that are necessary for English acquisition.
- **Generalization of learning** as a child-directed and explorative experience across the routines and environments of the child's day. This can happen naturally as a child begins to spontaneously sing or asks to share a **SING.PLAY.LOVE.**<sup>®</sup> book with a friend during free play. Teachers can build upon new learning by using the language for emerging skills and knowledge across routines. For instance, the *BEE-ING ME* book teaches children what it means to be safe, respectful and responsible. Teachers can remind children what "safe" looks like during outside play or what "responsible" looks like during free play.
- **Creation of opportunities to naturally learn and practice key social-emotional skills** within important social relationships, with scaffolding and positive specific praise provided by teachers. Information set to music is easier to remember, and the social narratives our books and songs provide remind children of important social-emotional content.
- **Inclusion of a variety of learning styles**—including music, creative movement, sign language and visual supports (picture books, other printable child pages) —makes learning interesting and accessible for all children.

Head Start and The **SING.PLAY.LOVE.**<sup>®</sup> program both intentionally teach these learning outcomes (*Head Start Early Learning Outcomes Framework, 2015*).

Head Start -ELO Framework Domain	SING.PLAY.LOVE. <sup>®</sup> Books and Songs	SING.PLAY.LOVE. <sup>®</sup> Targeted Learner Goal
ATL1. Child manages emotions with increasing independence.	How Do You Feel?	I can tell you when I feel happy, sad, mad, scared. I can identify emotions in others and myself.
	<b>BIRDIE, BIRDIE IN MY WINDOW book</b>	I can self-calm.
	<b>GRIZZLY BEAR book</b>	I notice feelings on the faces of others and myself.
	<b>SURPRISE KID book</b>	I can self-calm.
	<b>WHITE SHEEP &amp; BLACK SHEEP book</b>	I notice the thoughts and feelings I am experiencing.
ATL2. Child Follows classroom rules and routines with increasing independence.	Hello Song	I can participate in our group music routine.
	Raise Your Hand	I can raise my hand when I have something to say.
	<b>BEE-ING ME book</b>	I can follow classroom rules, routines and transitions.
	<b>I TAKE THE MUSIC WITH ME book</b>	I can demonstrate confidence in meeting my own needs (independence).
ATL3. Child appropriately handles and takes care of classroom materials.	<b>BEE-ING ME book</b>	I understand the rules for meeting my teacher's expectation of safety, respect and responsibility.
ATL4. Child manages actions, words, and behavior with increasing independence.	Comin' 'Round the Mountain	I can play a "follow the leader" game. I can imitate motions and stop as the song directs.
	I am Noisy	I can use my quiet or noisy voice/body.
	Listening Body	My body is ready to listen.
	Solutions Song	I can solve my problems, and help my friends solve their problems.
ATL5. Child demonstrates an increasing ability to control impulses.	Comin' 'Round the Mountain	I can play a "follow the leader" game. I can follow the motor directions of the song.
	Hey, Monkey Monkey	I can play a "follow the leader" game. I can follow the motor directions of the song.
	I Can Play the Drum	I can wait. I can play and stop. I can listen and follow directions. I can sustain interest in a task or activity.
	<b>I AM WAITING book</b>	I can wait. I can listen and follow directions.
ATL6. Child maintains focus and sustains attention with minimal adult support.	<b>CIRCLE TIME book</b>	I can sustain interest in a task or activity. I can follow classroom rules, routines and transitions.

ATL7. Child persists in tasks.	Hey, Everybody!	I can demonstrate persistence in doing all of the motor motions in the song.
	<b>OLD HOUSE book</b>	I can cooperate and work together with my friends during play.
	<b>BALLAD OF HUMPTY DUMPTY book</b>	I can suggest solutions to problems. I understand the concept of perseverance.
ATL8. Child holds information in mind and manipulates it to perform tasks.	Jump Forward	I can move and stop. I can respect the personal space of my friends.
	Listening Boogie	I can listen and follow a two-step direction.
P-SE 1. Child engages in and maintains positive relationships and interactions with adults.	<b>WHITE SHEEP &amp; BLACK SHEEP book</b>	I sing a calming song with my caring adult.
P-SE 2. Child engages in prosocial and cooperative behavior with adults.	I am Noisy	I can use my quiet or noisy voice/body.
	Listening Body	My body is ready to listen.
	<b>BEE-ING ME book</b>	I understand the rules for meeting my teacher's expectation of safety, respect and responsibility.
P-SE 3. Child engages in and maintains positive interactions and relationships with other children.	Solutions Song	I can solve my problems, and help my friends solve their problems.
	<b>PLAY WITH ME book</b>	I can invite a friend to play. I can join friends who are playing.
P-SE 4. Child engages in cooperative play with other children.	Hot Potato Game	I can pass a desirable object. I can follow directions to play a pretend game with my friends.
	Who Has It?	I can pass a desirable object. I can share.
	<b>OLD HOUSE book</b>	I can cooperate and work together with my friends during play.
	<b>PLAY WITH ME book</b>	I can invite a friend to play. I can join friends who are playing.
P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.	Solutions Song	I can solve my problems, and help my friends solve their problems.
	<b>OLD HOUSE book</b>	I can cooperate and work together with my friends during play.
	<b>PLAY WITH ME book</b>	I can invite a friend to play. I can join friends who are playing.
P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.	How Do You Feel?	I can identify emotions in others and myself.
	<b>BIRDIE, BIRDIE IN MY WINDOW book</b>	I can self-calm.
	<b>SURPRISE KID book</b>	I can self-calm.
	<b>WHITE SHEEP &amp; BLACK SHEEP book</b>	I notice the thoughts and feelings I am experiencing.
P-SE 7. Child expresses care and concern toward others.	How Do You Feel?	I can identify emotions in others and myself.
	<b>GRIZZLY BEAR book</b>	I notice feelings on the faces of others and myself.

P-SE 8. Child manages emotions with increasing independence.	<b>I TAKE THE MUSIC WITH ME book</b>	I can demonstrate confidence in meeting my own needs (independence).
	<b>SURPRISE KID book</b>	I can self-calm.
P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions and interests.	<b>BRIGHT LIGHT book</b>	I like myself. I know it is 'alright' to be different from others.
	<b>I TAKE THE MUSIC WITH ME book</b>	I can demonstrate confidence in meeting my own needs (independence).
P-SE 10. Child expresses confidence in own skills and positive feelings about self.	<b>BRIGHT LIGHT book</b>	I like myself. I know it is 'alright' to be different from others.
	<b>I TAKE THE MUSIC WITH ME book</b>	I can demonstrate confidence in meeting my own needs (independence).
P-SE 11. Child has sense of belong to family, community, and other groups.	<b>CIRCLE TIME book</b>	I can sustain interest in a task or activity.
	<b>GRANDPA'S FARM book</b>	I can join my friends to clap my hands and sing a song.
P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	<b>MY KITCHEN DOOR book</b>	I understand many words and use them in conversation with others (vocabulary building).
	<b>OPPOSITES SONG book</b>	I can name five or more pairs of opposites words.
P-LC 7. Child shows understanding of word categories and relationships among words.	<b>WHAT COLOR AM I? book</b>	I can label objects by color name. I can classify/group objects according to color.
P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	<b>RHYMING WORDS book</b>	I can recognize when two words rhyme.
P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.	<b>LETTER BLUES book</b>	I love letters! I can identify letters by sight and sound.
P-MATH 1. Child knows number names and the count sequence. P-MATH 2. Child recognizes the number of objects in a small set. P-MATH 3. Child understands the relationship between numbers and quantities.	<b>ONE ELEPHANT book</b>	I can rote count to five. I can count five objects accurately, using one number per object.
P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	<b>JOHN THE RABBIT book</b>	I can describe and compare objects on the basis of their size (small, medium, large).

# HighScope® Preschool Curriculum and **SING.PLAY.LOVE.**®

The *HighScope*® curriculum focuses on active and participatory learning that occurs when children and their caring adults interact and engage with one another. Participation in this program enhances the relationship between children and their caring adults. Creating an environment that is conducive to exploration and interaction is key. A child's active play is the foundation for his or her opportunity to build their knowledge and skills.

The *HighScope*® curriculum shares the following core beliefs with the **SING.PLAY.LOVE.**® program:

1. Both programs integrate social-emotional learning with academic achievement, with the knowledge that social-emotional competency is a key predictor of school readiness.
2. Learning and practicing social-emotional skills across the child's daily routines and environments is essential for mastery of these emerging skills. *HighScope*® and **SING.PLAY.LOVE.**® teachers give children opportunities to apply their new learning to solve problems, label and recognize emotions, persevere, cooperate, and communicate effectively with peers. Teachers scaffold social-emotional learning to gently support children as they learn and grow.
3. Both programs value the interests and preferences of children and incorporate their choices in planning lessons. This shared value leads to increased opportunities of children to practice independence, decision making and problem solving – all key skills for executive function. The play-based and play-filled learning activities capture the child's imagination and interest and leads to learning the child directs.
4. Both programs utilize engaging and developmentally appropriate materials. The goal is to “delight” the child, as teachers build nurturing relationships with their youngsters.
5. *HighScope*'s framework of “Key Developmental Indicators” aligns with the learner goals for the **SING.PLAY.LOVE.**® program, as well as a variety of other curricula and standards utilized by organizations serving young children.



The HighScope® preschool curriculum “Key Developmental Indicators” align with these **SING.PLAY.LOVE.**® program learner goals.

HighScope® Program Skills	SING.PLAY.LOVE.® Books and Songs	SING.PLAY.LOVE.® Targeted Learner Goal
Approaches to Learning	Comin' 'Round the Mountain	I can play a “follow the leader” game. I can follow the motor directions of the song.
	Hello Song	I can participate in our group music routine.
	Hey, Everybody!	I can follow the motor directions of a song. I can respect the personal space of my friends.
	Hey, Monkey Monkey	I can play a “follow the leader” game. I can follow the motor directions of the song.
	Hot Potato Game	I can pass a desirable object. I can follow directions to play a pretend game with my friends.
	I am Noisy	I can use my quiet or noisy voice/body.
	I Can Play the Drum	I can wait. I can play and stop. I can listen and follow directions. I can sustain interest in a task or activity.
	Jump Forward	I can move and stop. I can respect the personal space of my friends.
	Listening Body	My body is ready to listen.
	Listening Boogie	I can follow a two-step direction.
	<b>BEE-ING ME book</b>	I can follow classroom rules, routines and transitions.
	<b>CIRCLE TIME book</b>	I can sustain interest in a task or activity. I can follow rules, routines and transitions.
	<b>I AM WAITING book</b>	I can wait. I can listen and follow directions.
	<b>I TAKE THE MUSIC WITH ME book</b>	I can demonstrate confidence in meeting my own needs (independence).
Social and Emotional Development	How Do You Feel?	I can tell you when I feel happy, sad, mad, scared. I can identify basic emotions in myself and others.
	<b>GRIZZLY BEAR book</b>	I can identify basic emotions in myself and others.
Emotion Management	How Do You Feel?	I can tell you when I feel happy, sad, mad, scared. I can identify emotions in others and myself. I can identify basic emotions in myself and others.
	<b>BIRDIE, BIRDIE IN MY WINDOW book</b>	I can self-calm.
	<b>SURPRISE KID book</b>	I can self-calm.
	<b>WHITE SHEEP &amp; BLACK SHEEP book</b>	I notice the thoughts and feelings I am experiencing.

Friendship Skills and Problem Solving	My Bubble	I can respect the personal space of my friends.
	Solutions Song	I can solve my problems, and help my friends solve their problems.
	Who Has It?	I can pass a desirable object. I can share.
	<b>OLD HOUSE book</b>	I can cooperate and work together with my friends during play.
	<b>PLAY WITH ME book</b>	I can invite a friend to play. I can join friends who are playing.
Transitioning to Kindergarten	Raise Your Hand	I can raise my hand when I have something to say.
	<b>BALLAD OF HUMPTY DUMPTY book</b>	I can suggest solutions to problems. I understand the concept of perseverance.
	<b>BRIGHT LIGHT book</b>	I like myself. I know it is 'alright' to be different from others.
	<b>JOHN THE RABBIT book</b>	I can tell you the good and bad choices the rabbit made in this story. I have a basic understanding of the difference between empathy (noticing the feelings of others) and compassion (wanting to help).
Physical Development	Comin' 'Round the Mountain	I can play a "follow the leader" game. I can follow the motor directions of the song.
Language, Literacy and Communication	<b>LETTER BLUES book</b>	I love letters! I can identify letters by sight and sound.
	<b>OPPOSITES SONG book</b>	I can name five or more pairs of opposites words.
	<b>RHYMING WORDS book</b>	I can recognize when two words rhyme.
Mathematics	<b>JOHN THE RABBIT book</b>	I can compare objects on the basis of their size (small, medium, large).
	<b>ONE ELEPHANT book</b>	I can count to five. I can count five objects accurately, using one number per object.

# Montessori Method and **SING.PLAY.LOVE.**<sup>®</sup>

The Montessori Method was developed by Maria Montessori (1870 – 1952), an Italian physician and educator. The method focuses on the development of the child's ability to independently develop his or her intellectual abilities through play and exploration. The child works at his or her own pace by choosing from a variety of lessons, activities and materials.

**The Classroom as a Learning Environment.** Central to the Montessori Method is the preparation of an environment that allows children to explore materials and activities that interest him or her. Perseverance and intellectual curiosity are cultivated when children can explore their world and develop an understanding of cause and effect and how things work. The books, songs and suggested play activities of the **SING.PLAY.LOVE.**<sup>®</sup> program materials can become “fertile ground” for centers in a Montessori classroom. Children can sing, move, read or listen to music in solitude or in the company of peers.

**Child-Directed Learning.** **SING.PLAY.LOVE.**<sup>®</sup> resources are tools to delight and engage children, while also helping them to store and retrieve information they can readily access during work or play. For instance, the “Solutions Song” contains lyrics describing strategies for cooperating with friends during play. The *Surprise Kid* book and song gives children a process to remember for self-calming when they experience strong emotions. Teachers can introduce songs or books to children that contain information that they can explore and apply across the routines and environments of their day. Children frequently burst into spontaneous performances of **SING.PLAY.LOVE.**<sup>®</sup> songs as they engage in the activities of their day. This is evidence of the power of music to help us retain and share information – and JOY.

**Adults as Learning Guides.** Montessori teachers shape learning within the classroom by gently scaffolding the child's progress while respecting his or her independence. Teachers endeavor to lead through action instead of verbal instruction. Children are encouraged to listen, watch, absorb – and participate when ready. The **SING.PLAY.LOVE.**<sup>®</sup> program allows for a variety of ways that children can choose to participate, including spoken words, focused listening, pointing to objects on the pages in a book, singing, or moving to the music. Teachers share **SING.PLAY.LOVE.**<sup>®</sup> songs, books and play activities, and allow children to join in the fun according to their interests, readiness and ability.

**Multi-Modal Learning.** Montessori teachers recognize and accommodate the sensory and learning preferences of their students to help them reach their potential. The importance of learning through the senses is a focus on the Montessori Method for children three to six years of age. Music and movement are as purposeful to the development of a young child as tangible materials such as puzzles and blocks. Music and movement simultaneously activate auditory, visual and kinesthetic learning styles. Music is actually its own intelligence and a preferred way of learning for many children. While the learning goals of the **SING.PLAY.LOVE.**<sup>®</sup> are not musical

or aesthetic, the value of music as a teaching tool is a guiding principle of the program.

**The Importance of Social Connection.** “We must begin our work by preparing the child for the forms of social life, and we must attract his attention to these forms” (Dr. Maria Montessori, *The Montessori Method*, 1912). Montessori classrooms typically include children of various ages, which naturally provides many opportunities for younger children to observe and model the skills and actions of the older children. The rationale is that the young child’s natural inclination to collaborate is enhanced when older children model the language and strategies that make cooperation and problem solving effective. The **SING.PLAY.LOVE.**® songs, books and play activities are accessible and interesting to children ages one to six years of age. The program is ideal for any multi-age classroom, and transition beautifully from school to home where families can sing, play and love together across the ages and stages of family members.

**Acknowledging the Child’s Need for Routine.** Montessori classrooms support independence and exploration within structure. Children learn the rules for interacting respectfully with others, sharing materials, and peacefully transitioning between activities. Both group and work time are part of consistent daily routine. The **SING.PLAY.LOVE.**® songs, books and play activities can be utilized effectively in a Montessori classroom as a fun and engaging way to build community and provide the comforting predictability that young children crave.

**Creating Connection through Emotional and Musical Memories.** Dr. Montessori believed that a child’s first six years of life builds an “Absorbent Mind” by taking in every aspect of his or her environment, including its language and culture (*The Absorbent Mind*, 1949). Music and movement are essential experiences for young children, allowing them to connect meaningfully with others as they gain an understanding of themselves within the space and time that music provides. With each song, story or game a child enjoys, he or she connects with others and remembers the pleasure of that exchange. **SING.PLAY.LOVE.**® songs, books and play activities facilitate connection, learning, and – importantly – joy. Children remember the way their exuberant participation with others made them feel. They “soak up” the songs and books as well as the memory of the time they spent enjoying the company of others. And in the words of Dr. Montessori: “Joy is the evidence of inner growth.”

# NAEYC® Program Standards and **SING.PLAY.LOVE.**®

The National Association for the Education of Young Children (NAEYC) established ten standards to provide a foundation for their accreditation program for early childhood programs.

The **SING.PLAY.LOVE.**® program aligns with NAEYC's program standards in these important ways:

*Relationships.* **SING.PLAY.LOVE.**® engages children in whole group instruction that helps them practice friendship skills and interact in playful ways. The shared repertoire and activities give children opportunities to take turns, share materials, and practice the language they need for skills such as problem solving, initiating play with a friend, and self-calming.

*Curriculum.* The **SING.PLAY.LOVE.**® program provides a comprehensive set of resources that include social-emotional learning as well as language, literacy and math. The program is recommended for children from age one to six.

*Teaching.* **SING.PLAY.LOVE.**® was designed to support the early learning of typically developing children in culturally diverse classrooms. However, the content can be particularly powerful for children who are developing atypically or exhibit challenging behaviors. Learner experiences include song, sign, movement, guided listening, referencing visual supports, music making and verbal participation. This rich variety of learning modalities makes it possible for all children to engage and contribute during their **SING.PLAY.LOVE.**® time.

*Assessment of Child Progress.* The **SING.PLAY.LOVE.**® program offers teachers many opportunities to observe and document key skills of children's individual development. The program aligns with early learning objects from a variety of curricula, as documented in this report. Teachers utilizing **SING.PLAY.LOVE.**® report that they often observe progress of individual students on key skills first during their participation in **SING.PLAY.LOVE.**® time because the children are engaged and having fun.

*Health.* Movement is a key component of the **SING.PLAY.LOVE.**® program. A variety of large and small motor learner goals are targeted, including locomotion, imitation, motor planning, provision of personal space, and following motor directions.

*Staff Competencies, Preparation, and Support.* Our early program research examining teacher effectiveness found that those who participated in **SING.PLAY.LOVE.**® made statistically significant improvement in their ability to "actively engage children in activities to encourage participation and expand involvement" (*Classroom Assessment Scoring System, 2008*).

*Families.* **SING.PLAY.LOVE.**<sup>®</sup> considers families to be key teaching partners, and offers a process for engaging families in supporting learning at home as well as school and center. Resources include sample parent letters as well as free online resources and student readers for purchase to give to families. Research shows that literacy outcomes are positively impacted for every book a child owns. The **SING.PLAY.LOVE.**<sup>®</sup> books and songs are easily imbedded within the child's natural environment at home. The program has also been extremely helpful to teachers who are charged with designing virtual early education.

*Community Relationships.* One of the key strengths of **SING.PLAY.LOVE.**<sup>®</sup> is the success of the program in a variety of different settings, including child care, early learning and parent education. The program has also been utilizing effectively by special educators, speech and language pathologists, and those working in the field of mental health with children who experience trauma or abuse. The predictability, intentionality and playful presentation make the program an effective choice for building community wherever children, teachers and families gather.

# Reggio Emilia Approach and **SING.PLAY.LOVE.**<sup>®</sup>

Parents living in Reggio Emilia, Italy after World War II envisioned a new and improved approach to teaching their young children that focused on community involvement, respect and responsibility. The approach was developed further by educational pedagogue Loris Malaguzzi and the parents in the villages around Reggio Emilia. For this reason, the approach retained the city's name and has endured as its international hub for professional development and research.

The single identifying characteristic of this approach is that children have the ability to determine what they want to learn. Preschools embracing this approach offer children opportunities to learn through their initiation and participation in a series of projects. The child's mastery of problem-solving and perseverance are byproducts of his or her efforts. Language and thought are synthesized as children apply the lessons they learn to inform their own self-awareness and understanding of the world around them.

**Child-Directed Learning.** Child-led learning allows children to decide what they will study and explore based on their learning preferences. According to Howard Gardner, author of *Frames of Mind* (2011), music is its own intelligence. Some children prefer music as a learning modality over other manipulatives and materials. Young children are born with the pre-disposition to make sense of sound by detecting pattern and rhythm. These same structures will serve the child throughout his or her early development as those same early cognitive skills apply to language processing and music making.

Here are some ways you could effectively incorporate the **SING.PLAY.LOVE.**<sup>®</sup> program in a Reggio Emilia inspired classroom:

- A **SING.PLAY.LOVE.**<sup>®</sup> center would be a welcome addition to a Reggio Emilia classroom. Teachers could include **SING.PLAY.LOVE.**<sup>®</sup> picture books, a "kitchen band" instrument kit of pots, pans and utensil "drum sticks" from your home or local dollar store, props and visuals for the songs and stories, and a listening center where the child can read or move to the music they select.
- Allow children to improvise on the instruments or dance with scarves as they sing unaccompanied. Let them sing the **SING.PLAY.LOVE.**<sup>®</sup> picture books as many times as they choose. Allow them to linger as they take a closer look at the "stories within the stories" the beautiful illustrations provide. Make sure your center includes markers and paper so they can create their own **SING.PLAY.LOVE.**<sup>®</sup> picture books from the songs and stories they compose based on their own inspiration and imagination.
- A single **SING.PLAY.LOVE.**<sup>®</sup> song or book could serve as a lovely and expressive transition experience between classroom activities, and provide an introduction to books and songs that could be re-visited by children at the **SING.PLAY.LOVE.**<sup>®</sup> center when they choose.

- Many Reggio Emilia classrooms host a group meeting as a part of their daily routine. Children could take turns planning and leading a **SING.PLAY.LOVE.**<sup>®</sup> time with their classmates. One child could lead one to three different planned songs and books, or delegate leadership of individual activities to their peers. Children enjoy utilizing the visual schedule and song cards to make and share their plan, and all children benefit from the common language and predictability the schedule provides.
- Recorded music is included as an instructional support for the **SING.PLAY.LOVE.**<sup>®</sup> program. However, it is recommended that children have the opportunity to sing their favorite songs and stories without accompaniment. This practice will allow them to modify the musical elements of their songs, including tempo, pitch, and rhythm. They can add instruments to enhance the expressivity of their creations or compose new lyrics or versions of the songs and stories to extend their learning. This allows each song and book to become a starting part for the child's exploration and elaboration.

**The one hundred languages of children.** Loris Malaguzzi, the pioneer of the Reggio Emilia approach, wrote a poem to describe the many “languages” or ways of learning children require. When children have opportunities and freedom to experience the world through all of their senses, they develop a lifelong love of learning. **SING.PLAY.LOVE.**<sup>®</sup> supports learning across the senses, helping children absorb new content as they sing, read, move, tell, listen, look, play, laugh, create and make connections.

**SING.PLAY.LOVE.**<sup>®</sup> **and joy.** Loris Malaguzzi provided this defining phrase for the Reggio Emilia approach: “Nothing without joy.” Music, pleasure and joy are inextricably linked as a part of our human experience.

A Head Start instructional coach has this to say about the joy the **SING.PLAY.LOVE.**<sup>®</sup> program promotes:

“**SING.PLAY.LOVE.**<sup>®</sup> elicits joy and joy belongs in the early childhood classroom. The **SING.PLAY.LOVE.**<sup>®</sup> program is a gift that reinforces the consistent and positive message that every student is capable and competent. The measurable benefits are worth noting; however, when you add the JOY from the **SING.PLAY.LOVE.**<sup>®</sup> program, the real magic happens.”

Music can be an effective catalyst for a variety of pivotal early learning skills, including social-emotional, motor, language and cognition. And music shared in the company of others builds relationship. Children learn to manage and express emotions, communicate and experience safety and intimacy when making music in the company of others. All of these competencies contribute to our overall sense of happiness, well-being and JOY.



## Second Step® and SING.PLAY.LOVE.®

The *Second Step*® Social-Emotional Curriculum for Early Learning offers weekly lessons that focus on key skills for social-emotional growth, executive function and self-regulation. The creators believe that by teaching children to listen, pay attention, control their behavior, and get along with others, children will be better able to learn and succeed in school. Each lesson takes five to seven minutes to complete and is to be repeated throughout the week.

The **SING.PLAY.LOVE.**® program aligns with these key elements of *Second Step*®:

- Intentional teaching of key skills for self-regulation, executive function and social-emotional development
- Daily lessons that provide the language, repetition and opportunities to practice key skills that young children require for mastery to occur
- Lessons and activities that are designed for typically developing children in culturally diverse classrooms. The content can be particularly powerful for children who are developing atypically or exhibit challenging behaviors.
- Learning activities that can be utilized successfully for transitions and can be generalized across the routines and environments of a child's day
- Utilization of a variety of engaging learning activities
- Identification of learner goals for all lessons and learning activities
- Process for engaging families in each program, including parent communication and links to online resources
- Effective support for staff for implementation, including program planning and access to training tools

Second Step® and the **SING.PLAY.LOVE.**® program both intentionally teach these program skills.

Second Step® Program Skills	<b>SING.PLAY.LOVE.</b> ® Books and Songs	<b>SING.PLAY.LOVE.</b> ® Targeted Learner Goal
Skills for Learning:  Listening Focusing attention Using self-talk Being assertive	Comin' 'Round the Mountain	I can play a "follow the leader" game. I can follow the motor directions of the song.
	Hello Song	I can participate in our group music routine.
	Hey, Everybody!	I can follow the motor directions of a song. I can respect the personal space of my friends.
	Hey, Monkey Monkey	I can play a "follow the leader" game. I can follow the motor directions of the song.
	Hot Potato Game	I can pass a desirable object. I can follow directions to play a pretend game with my friends.
	I am Noisy	I can use my quiet or noisy voice/body.
	I Can Play the Drum	I can wait. I can play and stop. I can listen and follow directions. I can sustain interest in a task or activity.
	Jump Forward	I can move and stop. I can respect the personal space of my friends.
	Listening Body	My body is ready to listen.
	Listening Boogie	I can follow a two-step direction.
	<b>BEE-ING ME book</b>	I can follow classroom rules, routines and transitions.
	<b>CIRCLE TIME book</b>	I can sustain interest in a task or activity. I can follow rules, routines and transitions.
	<b>I AM WAITING book</b>	I can wait. I can listen and follow directions.
	<b>I TAKE THE MUSIC WITH ME book</b>	I can demonstrate confidence in meeting my own needs (independence).
Empathy	How Do You Feel?	I can tell you when I feel happy, sad, mad, scared. I can identify emotions in others and myself. I can identify basic emotions in myself and others.
	<b>GRIZZLY BEAR book</b>	I can identify basic emotions in myself and others.
Emotion Management	How Do You Feel?	I can tell you when I feel happy, sad, mad, scared. I can identify emotions in others and myself. I can identify basic emotions in myself and others.
	<b>BIRDIE, BIRDIE IN MY WINDOW book</b>	I can self-calm.
	<b>SURPRISE KID book</b>	I can self-calm.
	<b>WHITE SHEEP &amp; BLACK SHEEP book</b>	I notice the thoughts and feelings I am experiencing.

Friendship Skills and Problem Solving	My Bubble	I can respect the personal space of my friends.
	Solutions Song	I can solve my problems, and help my friends solve their problems.
	Who Has It?	I can pass a desirable object. I can share.
	<b>OLD HOUSE book</b>	I can cooperate and work together with my friends during play.
	<b>PLAY WITH ME book</b>	I can invite a friend to play. I can join friends who are playing.
Transitioning to Kindergarten	Raise Your Hand	I can raise my hand when I have something to say.
	<b>BALLAD OF HUMPTY DUMPTY book</b>	I can suggest solutions to problems. I understand the concept of perseverance.
	<b>BRIGHT LIGHT book</b>	I like myself. I know it is 'alright' to be different from others.
	<b>JOHN THE RABBIT book</b>	I can tell you the good and bad choices the rabbit made in this story. I have a basic understanding of the difference between empathy (noticing the feelings of others) and compassion (wanting to help).

# Teaching Pyramid Observation Tool (TPOT®) and **SING.PLAY.LOVE.**®

The *Teaching Pyramid Observation Tool (TPOT®)* is an assessment tool that measures the fidelity of implementation of practices associated with the *Pyramid Model*. The *Pyramid Model* is “a conceptual framework of evidence-based practices for promoting young children’s healthy social and emotional development” ([www.challengingbehavior.cbcs.usf.edu](http://www.challengingbehavior.cbcs.usf.edu)). Each tier of the pyramid model describes a level of social-emotional support for your children:

- TIER ONE: Universal supports to promote emotional wellness
- TIER TWO: targeted interventions to prevent challenging behaviors
- TIER THREE: individualized, intensive supports for children who exhibit challenging behavior

Programs utilizing the *Pyramid Model* utilize data to make decisions about implementation. The *TPOT®* is one important source of information and includes a comprehensive array of teaching practices, including schedules, routines, supportive conversations, engagement, teaming, and family support.

There are five subscales of the *TPOT®* that specifically address instruction of key skills for self-regulation and social-emotional competency. These subscales are:

- Teaching Behavior Expectations
- Teaching Social Skills and Emotional Competencies
- Teaching Friendship Skills
- Teaching Children to Express Emotions
- Teaching Problem Solving

These *TPOT®* subscales have been aligned with **SING.PLAY.LOVE.**® songs and books for early childhood programs interested in providing universal supports for all children as they learn and practice social-emotional skills. The **SING.PLAY.LOVE.**® songs and books have proven to be uniquely beneficial for many children who exhibit challenging behaviors.

The Teaching Pyramid observation Tool (TPOT®) and the **SING.PLAY.LOVE.®** program both promote teacher behaviors that help children master these key skills for self-regulation and social-emotional development.

TPOT® Teaching Practices	SING.PLAY.LOVE.® Books and Songs	SING.PLAY.LOVE.® Targeted Learner Goal
Teaching Behavior Expectations	Listening Body	My body is ready to listen.
	<b>BEE-ING ME book</b>	I can follow classroom rules, routines and transitions.
	<b>CIRCLE TIME book</b>	I can sustain interest in a task or activity. I can follow rules, routines and transitions.
	<b>I AM WAITING book</b>	I can wait. I can listen and follow directions.
	<b>I TAKE THE MUSIC WITH ME book</b>	I can demonstrate confidence in meeting my own needs (independence).
Teaching Social Skills and Emotional Competencies	Comin' 'Round the Mountain	I can play a "follow the leader" game. I can follow the motor directions of the song.
	Hello Song	I can participate in our group music routine.
	Hey, Everybody!	I can follow the motor directions of a song. I can respect the personal space of my friends.
	Hey, Monkey Monkey	I can play a "follow the leader" game. I can follow the motor directions of the song.
	Hot Potato Game	I can pass a desirable object. I can follow directions to play a pretend game with my friends.
	I am Noisy	I can use my quiet or noisy voice/body.
	I Can Play the Drum	I can wait. I can play and stop. I can listen and follow directions. I can sustain interest in a task or activity.
	Jump Forward	I can move and stop. I can respect the personal space of my friends.
	How Do You Feel?	I can tell you when I feel happy, sad, mad, scared. I can identify emotions in others and myself. I can identify basic emotions in myself and others.
	Listening Boogie	I can follow a two-step direction.
	My Bubble	I can respect the personal space of my friends.
	<b>BRIGHT LIGHT</b>	I like myself. I know it is 'alright' to be different from others.
	Teaching Friendship Skills	My Bubble
Who Has It?		I can pass a desirable object. I can share.
<b>DO YOU WANT TO BE FRIENDS? book (2021)</b>		I can tell you three things I can do to be a good friend.
<b>OLD HOUSE book</b>		I can cooperate and work together with my friends during play.
<b>PLAY WITH ME book</b>		I can invite a friend to play. I can join friends who are playing.

Teaching Children to Express Emotions	How Do You Feel?	I can tell you when I feel happy, sad, mad, scared. I can identify emotions in others and myself. I can identify basic emotions in myself and others.
	<b>BIRDIE, BIRDIE IN MY WINDOW book</b>	I can self-calm.
	<b>GRIZZLY BEAR book</b>	I can identify basic emotions in myself and others.
	<b>JOHN THE RABBIT book</b>	I can tell you the good and bad choices the rabbit made in this story. I have a basic understanding of the difference between empathy (noticing the feelings of others) and compassion (wanting to help).
	<b>SURPRISE KID book</b>	I can self-calm.
	<b>WHITE SHEEP &amp; BLACK SHEEP book</b>	I notice the thoughts and feelings I am experiencing.
Teaching Problem Solving	Solutions Song	I can solve my problems. I can help my friends solve their problems.
	<b>BALLAD OF HUMPTY DUMPTY book</b>	I can suggest solutions to problems. I understand the concept of perseverance.
	<b>OLD HOUSE book</b>	I can cooperate and work together with my friends during play.

## For More Information

Learn more about the early education curricula, standards and philosophies included in this alignment review by visiting the websites provided:

### **Assessment, Evaluation, and Programming System (AEPS®)**

<https://brookespublishing.com/product/aeps/>

### **Creative Curriculum's Teaching Strategies GOLD®**

<https://teachingstrategies.com/solutions/assess/gold/>

### **Conscious Discipline®**

<https://consciousdiscipline.com/>

### **Desired Results Developmental Profile (DRDP) Early Childhood Developmental Continuum**

[https://www.desiredresults.us/sites/default/files/docs/forms/DRDP2015\\_Combined\\_PSE\\_20190624\\_ADA.pdf](https://www.desiredresults.us/sites/default/files/docs/forms/DRDP2015_Combined_PSE_20190624_ADA.pdf)

### **Devereux Early Childhood Assessment for Preschoolers (DECA-P2)**

<https://centerforresilientchildren.org/preschool/assessments-resources/the-devereux-early-childhood-assessment-preschool-program-second-edition/>

### **Division of Early Childhood Recommended Practices (DEC)**

[https://d4ab05f7-6074-4ec9-998a-232c5d918236.filesusr.com/ugd/95f212\\_12c3bc4467b5415aa2e76e9fded1ab30.pdf](https://d4ab05f7-6074-4ec9-998a-232c5d918236.filesusr.com/ugd/95f212_12c3bc4467b5415aa2e76e9fded1ab30.pdf)

### **Head Start Early Learning Outcomes Framework (2015)**

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>

### **HighScope® Preschool Curriculum**

<https://highscope.org/our-practice/preschool-curriculum/>

### **Montessori Method**

<https://amshq.org/>

### **National Association for the Education of Young Children (NAEYC) Program Standards**

<https://www.naeyc.org/our-work/families/10-naeyc-program-standards>

### **Reggio Emilia Approach**

<https://www.reggioalliance.org/>

### **Second Step® Social-Emotional Curriculum for Early Learning**

<https://www.secondstep.org/early-learning-curriculum>

### **Teaching Pyramid Observation Tool (TPOT®)**

<https://brookespublishing.com/product/tpot/>