

# OREGON EARLY CHILDHOOD FOUNDATIONS

## Glossary of Terms

**Accommodations:** Changes in materials, supplies, settings and experiences to meet a child's individual needs.

**Adaptive Equipment:** Equipment that is changed modified or built to meet specific needs, requirements or conditions.

**Approaches to Learning:** Refers to a child's enthusiasm, curiosity and ability to be persistent on assigned and self-selected tasks. Other indicators include demonstrated interest in different and new things, confidence in own ability to succeed, and a belief that adults will be helpful.

**Assessment and Evaluation:** A process by which information is gathered across a range of content areas to determine each student's understanding and their ability to use (apply) their understanding.

**Competence:** Ability to independently and effectively use skills and knowledge.

**Cognition:** The child's knowledge about objects, events, people, associations, differences and similarities and is based on the relationships and experiences the child has.

**Cooperative Play:** Making or doing things together that requires ideas, skills, and contributions of each person.

**Diversity:** Recognizing, accepting respecting and valuing differences, including beliefs that each family is unique in structure, values, beliefs, and parenting styles.

**Developmental Delay:** This is term is used when a child does not reach developmental milestones at expected times. It is an ongoing, major delay in the process of development. If the child is only temporarily lagging behind it is not called a Developmental Delay. Delay can occur in one or many areas, for example, cognitive, physical, communicative, social/emotional development or adaptive behavior or skills development, or a diagnosed physical or medical condition that has a high probability of resulting in a substantial delay in function in one or more of the above areas. Developmental Delay is usually a diagnosis made by a Dr. and based on strict guidelines. Parents usually are the first to notice their child is not progressing and should talk with their Dr. and others working with their child.

**Developmentally Appropriate:** Teaching strategies and learning environments that reflect research, theories and practices about how children grow, develop and learn.

**Domains:** Key areas of children's development and learning

**Dramatic Play Center:** Area in which children, play, pretend, use their imaginations, practice new skills and learn.

## **Glossary of Terms (Continued)**

**Facilitate:** To guide and or assist through the learning process

**Fine (Small) Motor Skills:** Skills that use small muscle groups such as hands and fingers and frequently involve eye-hand coordination.

**Gross (Large) Motor Skills:** Skills that use large and or major muscle groups for movement activities.

**Inclusion:** An environment and the use of practices allowing all children with a range of abilities and disabilities to actively participate together. Children are respected and accepted as equal members of the learning community.

**Integrated Curriculum:** Information and activities are presented in a thematic, holistic manner connecting subjects areas in a way that meets the needs of all children, for example, art, music, speaking, writing are parts of literacy learning as well as math and science learning.

**Language Usage:** This refers to the child's use of his/her home language and ability to communicate needs, thoughts, and wants verbally. A child's language usage can also be determined by the ability to initiate and sustain conversations, and by the ability to tell about a picture when looking at it.

**Literacy Rich Environment:** Literacy activities are included in every component of the program schedule, every day and across all environments.

**Manipulatives:** Materials that allow children to interact with concepts by using their hands and other tools to explore, experiment, and make meaning, that is, develop understanding.

**Multicultural Curriculum:** Understanding of and responsiveness to cultural and linguistic diversity and demonstrated in lesson planning, activities, materials and actions.

**Multi-Sensory:** Experiences that allow children to respond to an activity using one of the five senses.

**Number Awareness:** Understanding that a word, letter or symbol represents a number.

**Open-Ended Questions:** Questions that must be answered with more than yes, no, or one word.

**Peer:** Person of the same age.

**Process-Oriented Experiences:** Activities in which children participate that require thinking, communicating, organizing, interacting, making decision and solving problems, individually and in groups.

## **Glossary of Terms (Continued)**

**Scientific Skills and Methods:** Process used to investigate observations, solve problems and test hypotheses (ideas).

**Social Emotional Development:** The child's ability to interact socially and to form and sustain relationships with peers and adults. Emotional development is inclusive of the child's concept of him/herself. Healthy emotional development also includes the ability to understand how others feel and the ability to express one's own feelings.

**Sensory Experiences:** How things look, feel, taste, smell and sound.

**Transition:** Movement or change from one condition, place or activity to another.