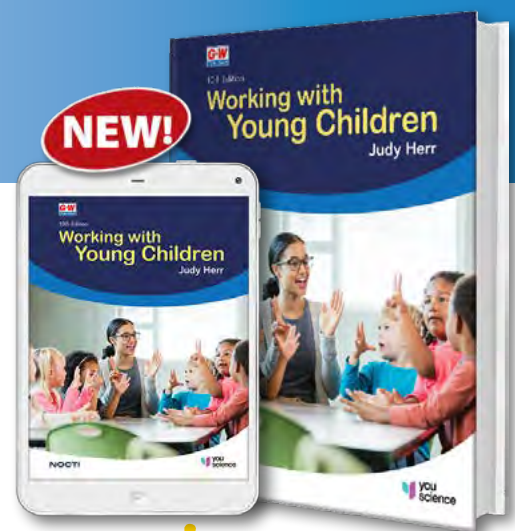**NEW!**

Working with Young Children
Judy Herr

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- Updated to reflect current standards and trends including gender-neutral language, family diversity, inclusivity, trauma-informed care, and current career paths.

- New content related to brain development, dual language learners, and health and safety.

- Additional features, such as Early Childhood Insights, Safety First, Health Highlights, Focus on Careers, Ethical Responsibilities, and Workplace Connections, prepare students for work-based learning and professional experiences.

Workplace Connections

Activity Timing to Avoid Behavior Challenges

Conduct an experiment in an early childhood, childcare, or Head Start program to determine the optimum time that four-year-old children should spend on specific activities to avoid behavior challenges. An example may be to spend 20, 15, and 10 minutes respectively on different days on gross-motor, fine-motor, and circle-time activities.

1. How long should free play or discovery time activities be conducted?
2. What suggestions could you make for future scheduling?

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Figure 14.4 Being in control is important for young children. When they are not in control, they may become frustrated. *As a teacher, what actions can you take to help reduce frustration in children?*

Workplace Connections explore policies and guidelines in early learning environments.

Photo captions ask critical-thinking questions throughout the text.

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Figure 31.6 The key to working with children who have a hearing loss is to change your teaching methods to meet the needs of the child. *What strategies might teachers use in working with children with hearing loss?*

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