

Sand Exploration [video]

About Empowering Preschool Quality (EPQ)

This collection was created to provide resources for early childhood professionals and the trainers providing professional development for them.

With the strong focus on early childhood education in recent years the EPQ Project is striving to meet the needs of teachers who are continually working to better serve young children. As the EPQ Project continues to grow, content will be added and revised as appropriate to meet the changing needs of teaching professionals and trainers.

As you explore this site, you will find a wealth of information including:

- [Video](#) examples of children and teachers in classroom settings that relate to specific
- Iowa Early Learning Standards ([IELS](#))
- Iowa Quality Preschool Program Standards ([IQPPS](#))
- National Association for the Education of Young Children ([NAEYC](#)) Standards and Accreditation Criteria
- A page for Trainers with resources to support their work

Although this work is based primarily on Iowa standards, the information contained in this web site is useful to early childhood professionals, consultants, or professional development providers outside of Iowa. The video examples illustrate high-quality preschool practices and will reflect the standards adopted by most states.

The EPQ Project was developed to help early childhood professionals and trainers achieve ever higher levels of excellence. You can help the EPQ Project achieve this by sharing your suggestions on how we can improve via our comment form.

NAEYC

Areas of Development: Physical Development

2.C.03— In Ms. Nitchais-Reierson's class, **children are provided varied opportunities and materials that support fine motor development.**

Ms. Nitchais-Reierson leads children in a daily routine of tooth brushing. The children have frequent opportunities to develop their fine motor skills using a tooth brush.

Curriculum Content Areas for Cognitive Development: Health and Safety

2.K.01— Children in Ms. Nitchais-Reierson's class **are provided varied opportunities and materials that encourage good health practices such as...tooth brushing.**

As part of the children's daily routine, Ms. Nitchais-Reierson leads the children in tooth brushing. She mentions that they need to "get all the sugar bugs out" and at the end of the routine she talking about getting germs out by brushing their tongues.

Using Instruction to Deepen Children's Understanding and Build Their Skills and Knowledge

3.G.13— Ms. Nitchais-Reierson **promotes children's engagement and learning by...guiding them in acquiring specific skills and by explicitly teaching those skills.**

Ms. Nitchais-Reierson leads the children in her class in a tooth brushing routine. She uses phrases the children can easily remember while she teaches ("We're going upstairs, bristles up!"). She models the action of the toothbrush while she's giving the children verbal cues about which part of their teeth to brush.

IELS

7.1—Healthy and Safe Living

Children understand healthy and safe living practices.

Children in Ms. Nitchais-Reierson's class **follow healthy self-care routines (brushing teeth...).**

As part of their daily routine, children in Ms. Nitchais-Reierson's class brush their teeth, following Ms. Nitchais-Reierson's lead.

7.4—Fine Motor Development

Children develop fine motor skills.

Ms. Nitchais-Reierson's class **uses hand-eye coordination to perform self-help and fine-motor tasks with a variety of manipulative materials.**

Children brushing their teeth in Ms. Nitchais-Reierson's class develop fine motor skills while they are learning an essential self-care routine.

9.2—Self-Regulation

Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.

The children in Ms. Nitchais-Reierson's class **show increasing capacity to monitor their own behavior, following and contributing to classroom procedures...and...use materials purposefully, safely, and respectfully.**

Children brushing their teeth in Ms. Nitchais-Reierson's class follow her example without behavioral challenges. They use their toothbrushes in the manner they were intended to be used and complete the routine appropriately.

IQPPS

Areas of Development: Physical Development

2.13— In Ms. Nitchais-Reierson's class, **children are provided varied opportunities and materials that support fine motor development.**

Ms. Nitchais-Reierson leads children in a daily routine of tooth brushing. The children have frequent opportunities to develop their fine motor skills using a tooth brush.

Curriculum Content Areas for Cognitive Development: Health and Safety

2.33— Children in Ms. Nitchais-Reierson's class **are provided varied opportunities and materials that encourage good health practices such as...tooth brushing.**

As part of the children's daily routine, Ms. Nitchais-Reierson leads the children in tooth brushing. She mentions that they need to "get all the sugar bugs out" and at the end of the routine she talking about getting germs out by brushing their tongues.

Using Instruction to Deepen Children's Understanding and Build Their Skills and Knowledge

3.20— Ms. Nitchais-Reierson **promotes children's engagement and learning by...guiding them in acquiring specific skills and by explicitly teaching those skills.**

Ms. Nitchais-Reierson leads the children in her class in a tooth brushing routine. She uses phrases the children can easily remember while she teaches ("We're going upstairs, bristles up!"). She models the action of the toothbrush while she's giving the children verbal cues about which part of their teeth to brush.

HSPS

1304.21 (a)(1)(iv) – Ms. Nitchais-Reierson has a **balanced daily routine of child initiated and adult directed activities.**

As part of their daily routine, children in Ms. Nitchais-Reierson's class brush their teeth, following Ms. Nitchais-Reierson's lead.

1304.21 (a)(5)(ii) – Ms. Nitchais-Reierson **provides appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child's developmental level** through the routine of brushing teeth.

Children brushing their teeth in Ms. Nitchais-Reierson's class develop fine motor skills while they are learning an essential self-care routine.

1304.23 (b)(3) - Ms. Nitchais-Reierson's class practices **effective dental hygiene among children in conjunction with meals.**

Following snack time, Ms. Nitchais-Reierson leads the children in tooth brushing. She mentions that they need to "get all the sugar bugs out" and at the end of the routine she talks about getting germs out by brushing their tongues.

HSCOF

Social and Emotional Development

Self Concept

- Develops growing capacity for independence in a range of activities, routines, and tasks.

Self Control

- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

Physical Health and Development

Fine Motor Skills

- Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.

Health Status and Practices

- Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting.