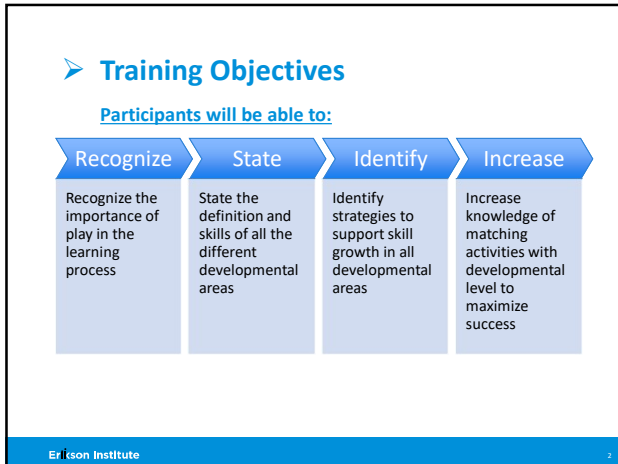




Strategies and Activities to Support Developmentally Appropriate Practice for Children Birth-3 years

- Erikson Institute
- Infant/Toddler Inclusion Project

1



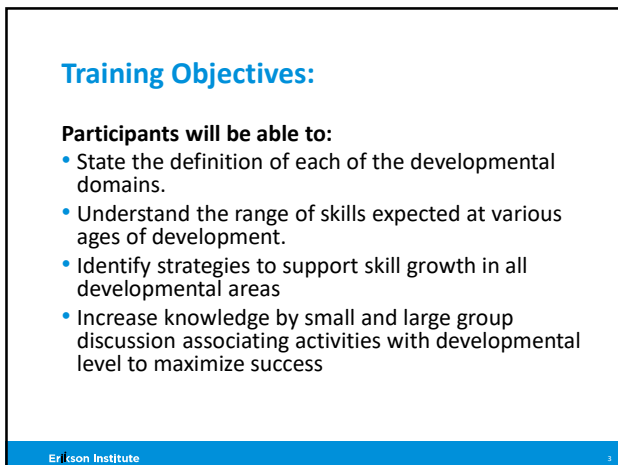
➤ Training Objectives

Participants will be able to:

Recognize	State	Identify	Increase
Recognize the importance of play in the learning process	State the definition and skills of all the different developmental areas	Identify strategies to support skill growth in all developmental areas	Increase knowledge of matching activities with developmental level to maximize success

Erikson Institute 2

2



Training Objectives:

Participants will be able to:

- State the definition of each of the developmental domains.
- Understand the range of skills expected at various ages of development.
- Identify strategies to support skill growth in all developmental areas
- Increase knowledge by small and large group discussion associating activities with developmental level to maximize success

Erikson Institute 3

3

Early Learning Process: What is happening?

- **Brain function in early development:**
Ages 0-3: a child's brain produces more than one million neural connections every second. This is the most "plastic" stage it will ever be in.
- **Exposure/Experience in early development:**
The brain's development and child's learning is influenced by: relationships, experiences and sensory environment.

How can experience/exposure impact skills development or behavior in a young child?



Erickson Institute <https://www.ericsoninstitute.org/early-learning/brain-development>

4

4

Early Learning Process: How can we make an impact?

Provide Experiences/Exposure:

- Developmentally appropriate play for experiences/exposure
- This is a time for building foundational skills- they do not learn like other children or adults.
- Children need to master the skills such as turn taking, problem solving, etc..

Scaffolding:

- Is individualized support or instruction provided to move a child from their current level to a higher level of functioning.
 - We adapt and modify the amount and type of scaffolding based on needs of the child
 - Find a balance between too much and not enough support to allow for progress while limiting constant frustration

What are some examples of how we may scaffold for children in classrooms?



Erickson Institute

5

5

Communication Development

Definition:

Language:

- How we communicate meaning through body language, speaking, what we read, write and understand.
 - There are two parts:
 - *Receptive*- what we understand
 - *Expressive*- what we communicate
- Language can be words, gestures, facial expressions, etc.

Speech:

- "refers to the sounds that come out of our mouths and take shape in the form of words." (Hamaguchi, 1995)



Erickson Institute

6

6

Communication Development

General Skills:

Vocalizing

Responding

Gesturing

Understanding

Talking

Engaging

Conversing

Erlson Institute 7

7

Typical Language Milestones: Birth-6 months



Expressive Language	Receptive Language
- Makes cooing sounds - Has special cries for different needs - Laughs - Begins to babble with consonant sounds (bababa) - Babbles with different consonant sounds (badaka)	- Smiles when he sees you - Recognizes parent's voice and calms when crying - Responds to loud sounds - Responds to changes in your tone of voice

Erlson Institute Age milestones referenced from the "Transdisciplinary Play Based Assessment 2 (TPBA2/TPB2)" Age Tables (2008 T. Under, Brooks Publishing) 8

8

Typical Language Milestones: 6-12 months

Vocabulary: 2-6 words



Expressive Language	Receptive Language
- Babbles to get and keep attention - Communicates using sounds and gestures (holding arms up to be picked up) - Imitates different speech sounds - Has one or two words around first birthday	- Listens when spoken to - Localizes to sound - Can follow simple, familiar directions (give me, come here) - Understands common words such as "shoe" or "cup"

Age milestones referenced from the "Transdisciplinary Play Based Assessment 2 (TPBA2/TPB2)" Age Tables (2008 T. Under, Brooks Publishing)
Vocabulary estimation referenced from Stahl, Stephen A. (1999). Vocabulary development. Brookline, MA: Brookline Books as referenced in Weber Handy Handouts no. 349

Erlson Institute 9

9

Typical Language Milestones: 12-18 months



Vocabulary: 10-50 words

Expressive Language	Receptive Language
- Most children say their first words by around 12 months - Uses a wider variety of consonant sounds - By 18 months, beginning to add new words regularly and may start combining 2 words	- Can point to some basic body parts - Beginning to point to pictures in a book - Understands simple questions - Enjoys simple songs, stories and rhymes

Age milestones referenced from the "Transdisciplinary Play Based Assessment 2 (TPBA2/TPBIZ)" Age Tables (2008 T. Linder, Brooks Publishing)
Vocabulary estimation referenced from Stahl, Stephen A. (1999). Vocabulary development. Brookline, MA: Brookline Books as referenced in Weber Handy Handouts no. 149

Erlson Institute

10

10

Typical Language Milestones: 18-24 months



Vocabulary: 50-200 words

Expressive Language	Receptive Language
- Uses jargon to attempt to tell about an event - Imitates and produces 2 word combinations - Uses more than 50 true words - Names pictures - Uses early pronouns (I, me, my)	- Responds to yes/no questions with a head shake/nod - Understands some emotion words - Follows one step directions

Age milestones referenced from the "Transdisciplinary Play Based Assessment 2 (TPBA2/TPBIZ)" Age Tables (2008 T. Linder, Brooks Publishing)
Vocabulary estimation referenced from Stahl, Stephen A. (1999). Vocabulary development. Brookline, MA: Brookline Books as referenced in Weber Handy Handouts no. 149

Erlson Institute

11

11

Typical Language Milestones: 24-30 months



Vocabulary: 200-450 words

Expressive Language	Receptive Language
- Produces more words than gestures - Names body parts - Names at least one color - Uses "ing" verb forms - Asks "What's that" - Produces 2-3 word combinations	- Recognizes and points to most common objects - Understands action words - Identifies and points to extended family members - Follows 2 step related directions - Early concept knowledge (e.g. one/all, big/small)

Age milestones referenced from the "Transdisciplinary Play Based Assessment 2 (TPBA2/TPBIZ)" Age Tables (2008 T. Linder, Brooks Publishing)
Vocabulary estimation referenced from Stahl, Stephen A. (1999). Vocabulary development. Brookline, MA: Brookline Books as referenced in Weber Handy Handouts no. 149

Erlson Institute

12

12

Typical Language Milestones: 30-36 months



Vocabulary: 450-1,000 words

Expressive Language	Receptive Language
- Asks basic "wh" questions (who, what, where) - Gives first and last name - Verbalizes toileting needs - Starts to use "is" - Produces regular plural "s" - Produces rhymes	- Understands descriptive words - Identifies gender - Identifies basic colors - Answers "Where" and "what...doing" questions - Understands spatial concepts (in, on, out, off, under) - Understands categories

Age milestones referenced from the "Transdisciplinary Play Based Assessment 2 (TPBA2/TPB2J)" Age Tables (2008 T. Under, Brooks Publishing)
Vocabulary estimation referenced from Stahl, Stephen A. (1999). Vocabulary development. Brookline, MA: Brookline Books as referenced in Weber Handy Handouts no. 149

Erickson Institute

13

13

Communication Development



Strategies for Infants:

Talk	Respond	Expand	Ask	Talk More!
-Label & point to things and people in the environment -Describe your actions/narrate -Use storytelling, songs & wordplay -Think aloud -Be conversational & offer eye contact when talking	-Respond to all communicative intents such as crying, reaching, smiling -Respond to vocalizations by repeating them back to build turn taking -Use an animated affect	-After responding to a vocalization, try expanding your response to include a little bit more (change rhythm or intonation, add another syllable, change vowel or consonant)	-Model questions with emphasis on rising intonation and then answer your own questions -Present 2 items (e.g. foods or toys) for child to begin discriminating and making choices by pointing or reaching. This also allows them to show a preference.	-Label & point to things and people in the environment -Describe your actions/narrate -Use storytelling, songs & wordplay -Think aloud -Be conversational & offer eye contact when talking

Erickson Institute

14

14

Communication Development



Strategies for Toddlers/Twos:

Talk	Respond	Expand	Ask	Talk More!
-Model vocabulary around needs and daily routines to build a core group of words for child to use to meet needs -Give verbal directions related to the environment -Narrate your thoughts and actions using more sophisticated words -Think aloud	-BE BIG! Use exaggerated facial expressions and body language when interacting/responding to child -Respond to jargon/unclear speech positively so that the child keeps trying to use their voice to communicate	-Listen to what the child says and build on it by saying the same word/s and adding a new one ("car"-"go car" "go fast car") -Add new vocabulary and explain it in the sentence (e.g. "See the dog sitting on the sofa, the thing that looks like a couch?")	-Ask "what", "who" and "where" questions related to the environment (e.g. where is the dog?) and open-ended questions -Offer choices whenever possible -Model "why/because" format, but don't expect kids this age to answer WHY questions yet	-Model vocabulary around needs and daily routines to build a core group of words for child to use to meet needs -Give verbal directions related to the environment -Narrate your thoughts and actions using more sophisticated words -Think aloud

Erickson Institute

15

15

Social-Emotional Development

Definition:

- Experience and regulate emotions
- Form secure relationships
- Explore and learn



Erickson Institute

16

16

Social/Emotional Development

General Skills:

- Experiencing, expressing, and managing emotions
- Reading and comprehending emotional states in others
- Regulating one's own behavior
- Developing empathy for others
- Establishing and maintaining positive and rewarding relationships with others



Erickson Institute

17

17

Social Emotional Development

Milestones: Birth-15 months

Milestones by month	Social Emotional examples
2 months	Child smiles back when you smile at them
4 months	When child sees the bottle or breast, they seem to know they are about to be fed.
6 months	Child acts differently with strangers than they do with you (i.g: cries, frowns, withdraws)
9 months	When you hold out your hand and ask for a toy, child offers it to you or puts it in your hand.
12 months	Child rolls or throws a ball back to you so that you can return it to them (turn-taking)
15 months	Child copies other children while playing (taking toys out of a container when another child does), shows you an object they like, shows affections to you, dolls or other toys (hugs, kisses, cuddles).

Erickson Institute

18

18

Social Emotional Development

Milestones: 18- 36 months

Milestones by month	Social Emotional examples
18 months	Child comes to you when they need help, like to make a toy work or to open a container
24 months	When playing with a doll or stuffed animal, child will pretend to rock it, feed it, dress it, give it a bath, etc
27 months	Child refers to himself using "I" or "me" more often than using his name
33 months	Child can correctly answer the question "Are you a boy or a girl?"
36 months	Child takes turns by waiting while another adult or child takes their turn

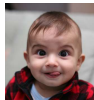
Erickson Institute

19

19

Social-Emotional Development

Strategies for Infants:



- Provide babies with responsive care: match your caregiving to what the baby needs, build collaborative relationships with parents
- Support babies' developing skills: let them play, explore, and follow their interests.
- Be affectionate and nurturing: touch, hold, comfort, rock, sing and talk to a baby - sends the message that he is special and loved
- Help babies feel safe and secure: respond to cries and other communication, provide a secure base for exploration, and establish routines

Erickson Institute

ZERO TO THREE: Birth to 12 Months: Social-Emotional Development
<https://www.ericksoninstitute.org/resources/238-birth-to-12-months-social-emotional-development>

20

20

Social-Emotional Development

Strategies for Toddlers/Twos:



- Ensure rules and expectations are at the appropriate developmental level
- Offer many prompts and reminders
- Notice and respond to desirable behavior
- Be a safe "home base" for exploration
- Establish routines and transitions
- Support language development and name feelings
- Help with understanding their feelings and those of others
- Explain your reasons for limits and requests

Erickson Institute

21

21

Motor Development

Gross motor:

- Refers to gradually gaining control over large muscles

Fine motor:

- Refers to gradually gaining control over small muscles

2

22

Motor Development

General Skills:

• Gross motor

- Roll over
- Sit
- Crawl
- Walk
- Run
- Throw a ball



• Fine motor

- Holding
- Transfers objects from one hand to the other
- Draw
- Write
- Eat with utensils
- Cut with scissors



Erikson Institute

23

23

Gross Motor Development

Milestones: Birth-15 months



Milestones by month	Gross Motor examples
2 months	Child turns head from side to side when laying on back
4 months	When held in a sitting position, child holds his head steady
6 months	If you hold his hands for balance, child can support his weight in a standing position
9 months	When holding onto furniture, child can lower himself down with control (without falling or flopping down)
12 months	Child can take several steps independently or with you holding their hand for support
15 months	Child takes a few steps on own

Erikson Institute

24

24

Gross Motor Development

Milestones: 18- 36 months



Milestones by month	Gross Motor examples
18 months	Child can walk down stairs with someone holding his hand
24 months	Child can run fairly well, stopping himself without bumping into things or falling
27 months	Child can kick a ball by swinging his leg forward, without holding onto anything for support
33 months	Child can walk up the stairs using only one foot on each stair (they may use one hand to hold the railing)
36 months	Child can jump forward about 6 inches with both legs leaving the ground at the same time

Erickson Institute

25

25

Fine Motor Development

Milestones: Birth- 15 months



Milestones by month	Fine Motor examples
2 months	Child holds his hands open or partly open when awake (instead of in a clenched fist)
4 months	Child grabs and scratches at his clothing and/or at a surface in front of him
6 months	Child can pick up a small toy with only one hand
9 months	Child can pick up a small toy or food item with the tips of his thumb and fingers
12 months	Child can throw a small ball with a forward arm motion
15 months	Child uses fingers to feed themselves some food

Erickson Institute

26

26

Fine Motor Development

Milestones: 18- 36 months



Milestones by month	Fine Motor examples
18 months	Child can stack three blocks or small toys on top of each other independently
24 months	Child can get a spoon into his mouth, right side up, so the food doesn't spill
27 months	Child can string small items such as beads or pasta onto a string or shoelace
33 months	Child can copy drawings of lines and circles without tracing
36 months	Child tries to use child safe scissors (may not cut paper, but opens and closes the blades with one hand)

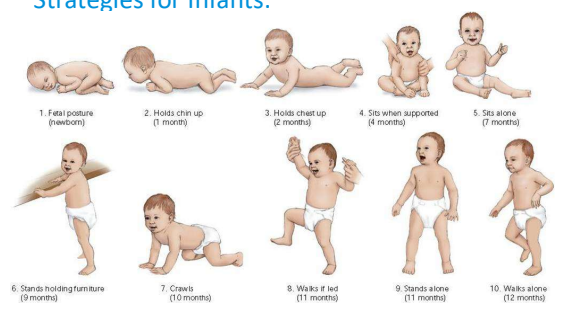
Erickson Institute

27

27

Motor Development

Strategies for Infants:



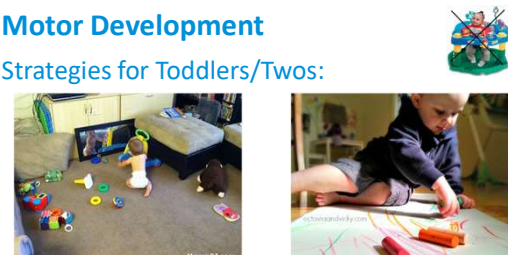
1. Fetal posture (newborn)
2. Holds chin up (1 month)
3. Holds chest up (2 months)
4. Sits when supported (4 months)
5. Sits alone (7 months)
6. Stands holding furniture (9 months)
7. Crawls (10 months)
8. Walks if led (11 months)
9. Stands alone (11 months)
10. Walks alone (12 months)

Erlicon Institute 2005 Wadsworth-Thomson 28

28

Motor Development

Strategies for Toddlers/Twos:



Gross Motor	Fine Motor
Provide balls to kick, roll, and throw	Allow child to feed themselves with fingers and/or spoon
Opportunities to dress/undress themselves	Finger painting, coloring, using shaving cream and playdoh/clay

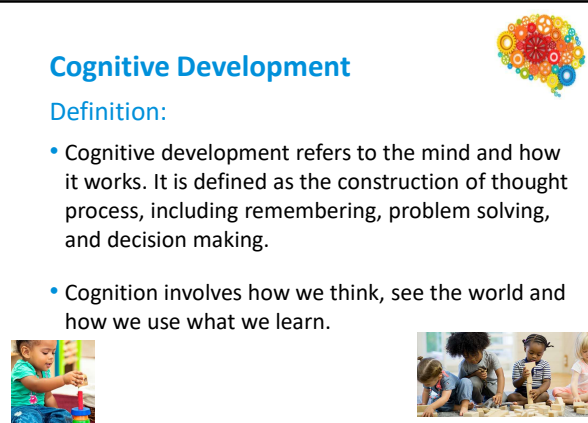
Erlicon Institute 29

29

Cognitive Development

Definition:

- Cognitive development refers to the mind and how it works. It is defined as the construction of thought process, including remembering, problem solving, and decision making.
- Cognition involves how we think, see the world and how we use what we learn.



Erlicon Institute 30

30

Cognitive Development



General Skills:

- Object permanence
- Imagery
- Memory
 - Short Term
 - Long Term
- Sequencing
- Symbolic Play
- Testing limits/boundaries

Erickson Institute

31

31

Cognitive Development

Milestones: Birth- 15 months



Milestones by month	Cognitive examples
2 months	Child follows you with his eyes when you move around
4 months	When you put a toy in child's hand, he looks at it
6 months	Child passes a toy back and forth from one hand to another
9 months	Child tries to get food or a toy item that is inside a clear container
12 months	When you hide a toy under a piece of cloth, child can find it
15 months	Child tries to use items the right way (i.e.: phone, cup, or book). Stacks at least 2 small objects

Erickson Institute

32

32

Cognitive Development

Milestones: 18- 36 months



Milestones by month	Cognitive examples
18 months	Child scribbles back and forth when given a crayon and paper, without anyone showing him how
24 months	Child knows how to put things away where they belong
27 months	If child wants something out of reach, he will find a chair or box to stand on to reach it
33 months	Child can repeat back a two number series when told "say 3 4", "say 5 9" (repeats only the numbers not the "say")
36 months	Child can make a three-block bridge after watching an adult model

Erickson Institute

33

33

Cognitive Development

Strategies for Infants:

- Touch
- Cuddle
- Sing
- Read
- Using toys with noises—rattles/shakers
- Hold and rock
- Movement games—peek-a-boo, pat-a-cake
- Engage all the senses



Erickson Institute

34

34

Cognitive Development

Strategies for Toddlers/Twos:

- Read
- Offer choices
- Ask questions
- Repetition
- Engage all the senses
- Cause and effect toys
- Turn-taking
- Imitation
- Think out loud



Erickson Institute

35

35

Maximize Success

Using developmental milestones to find appropriate activities:

- Consider Developmental Age vs. Chronological Age
- Think about what skills the child has mastered and what skills (developmentally) come next
- Scaffold activities to help child complete the activity with the least amount of support necessary to be successful



Erickson Institute

36

36

Maximize Success

Using routines:

- It doesn't have to be "therapy time"
- Incorporate language and games into everyday activities, for example, have child help you sort cloths by color when doing laundry or play "I spy" during travel
- Use repetition and consistency so that children know what to expect



Erickson Institute

37

37

Summary and Wrap Up:

Share one item you learned and will take away from this training today.

Reviewed developmental areas and examples for children birth to 3 years old.

Reviewed strategies on ways to support growth in each of these areas.

Erickson Institute

38

38

Reflective Practice Groups

Focus of the group is on providing space to discuss issues around supporting children with or suspected of developmental delays and disorders. This year we will have a general topic of discussion each month in addition to topics participants bring to the group.

- Groups are confidential and voluntary, no attendance taken
- Held once per month on Thursdays from 1:00-2:00 via zoom
- You will receive the zoom link in September

ADMINISTRATORS: site directors, program managers/coordinators, education and disabilities managers/coordinators, infant toddler specialists (if supervise others)

Dates: 1st Thursday of the month

STAFF: teachers, assistant teachers, paraprofessionals, FSWs/FSSs, infant toddler specialists, home visitors

Dates: 3rd Thursday of the month



Erickson Institute

39

39

Resources:

- CDC Developmental Milestones:
<https://www.cdc.gov/nbcbdd/actearly/milestones/index.html>
- Head Start ECLKC:
<https://eclkc.ohs.acf.hhs.gov/>
- CFC #11 Blog:
<https://earlyinterventioncfc11.blogspot.com/>
- The Hanen Centre:
<https://www.hanen.org>
- Starnet (select your region)
- RCADD: Resource Center for Autism and Developmental Delays
<https://cfl.uic.edu/overview/rcadd/>

Erikson Institute

40

40

Use Your Resources!



Erikson Institute

41

41

Erikson ITIP Consultants (SMEs)

Zakiya Gilliam zgilliam@erikson.edu
 Paulina Razo prazo@erikson.edu
 Pamela Stutzman pstutzman@erikson.edu
 LaToya Williamson llwilliamson@erikson.edu

erikson.edu

Erikson Institute

42

42