Intended Audience:

Overview for Facilitators:
ECPC has developed an anchor presentation for each of the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE). The components under each standard are presented separately. The materials are designed for an in-service professional development (PD) program but can be used in a pre-service teacher preparation course. This resource will increase professionals’ ability to address each of the EI/ECSE standard and components. Additional materials for each standard can be found on the ECPC Website: Curriculum Module | The Early Childhood Personnel Center (ecpcta.org)

Speaker Notes
The speaker notes provide a narrative and activities for each slide. You will see speaker notes for most of the slides within the slide deck. The notes provide additional details about the information on a particular slide, including the context for the information and key points. The notes are a guide, and speakers should feel free to modify these as needed. Please note the following:
• The narrative is a sample script for the presenter. Although you may read it verbatim, speaker notes are intended as a guide for the presenter, and you may modify them as needed.

Materials Required for face to face
1. Share the outline with timelines for the training (build in breaks)
2. Conduct an opening activity (introductions/ice breaker)
3. Computers or tablets with internet access for participants (if possible)
4. Handouts
5. Projector with audio capable for playing video with speakers
6. Presentation slides with speaker notes
7. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Materials Required for virtual
1. Distribute the link to the online platform in advance
2. Share the outline with timelines for the training (build in breaks)
3. Conduct an opening activity (introductions/ice breaker)
4. Determine how participants will receive handouts and materials, on the cloud, using a storage platform (e.g., dropbox, google, etc.)
5. Platform to share presentation (e.g., zoom, teams, etc.) with polling questions prepared in advance and breakout room capability
6. Upload or send handouts in advance or through platform (insert through chat)
7. Download videos ahead of time to prepare for low bandwidth from slide deck
8. Share screen capability (be sure to enable sound for videos)
9. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Objectives for Standard 1, Component 1.2:
After participating in this professional learning opportunity, participants will be able to:
• Describe the sequence of developmental milestones from age birth to 5 across developmental domains.
• Describe how individual differences in development affect children’s learning and development.
• Describe the influence of a family’s social-cultural and linguistic diversity on child development and learning across contexts.
• Describe how to support each child’s development and learning across contexts accounting for individual differences in development.
• Influence of a family’s social-cultural, and linguistic diversity.
• Outline of Session Activities and Approximate Time
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**Slide 1**

*Child Development and Early Learning: Early Learning & Development Theory & Philosophy*

Initial Practice Based Professional Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)

1.2

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**Slide 2**

**Standard 1**

Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.

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**Slide 3**

**Component 1.2**

- Candidates apply knowledge of normative sequences of early development, individual differences, and families' social, cultural, and linguistic diversity to support each child's development and learning across contexts.
Objective

- Describe the sequence of developmental milestones from age birth to 5 across developmental domains.
- Describe how individual differences in development affect children’s learning and development.
- Describe the influence of a family’s social-cultural and linguistic diversity on child development and learning across contexts.

Objectives Continued

- Describe how to support each child’s development and learning across contexts accounting for individual differences in development
- Influence of a family’s social-cultural, and linguistic diversity.

Development Unfolds Globally

- All domains of development are interdependent
- Social communication, social-emotional learning, and cognition assemble together
  - The core of a child’s emerging organizational capacities, including executive functioning
- These capacities depend on the simultaneous development of sensory and motor capacities and skills that drive perception, exploration, and learning

This is true for all children - important for us to understand when we are supporting the optimal development of children with delays or disabilities. We are never working on just one set of discrete skills.

Re: organization capacities:
Slide 7

**Development Is Sequential**

- Human brains are wired to develop **sequentially** but need external stimuli in the form of ongoing interactions and object exploration to fully develop.
- The single most important mediator of development – for children of all abilities - is the frequency of safe and predictable social interactions.

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Slide 8

**Activity**

- How does the knowledge that child development unfolds in the context of interactions help you think about addressing skills in a single domain?
- How might this knowledge inform the way you deliver EI/ECSE services to children with disabilities?

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Slide 9

**Video:**

**InBrief: The Science of Early Childhood Development**

[https://www.youtube.com/watch?v=WO-CB2nsqTA](https://www.youtube.com/watch?v=WO-CB2nsqTA)
**Slide 10**

**Developmental Domains**

- Normative milestone tools are valuable for understanding what typical development looks like at any given age across developmental domains:
  - [CDC Developmental Milestones](https://www.cdc.gov/ncbddd/actearly/milestones/index.html)

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**Slide 11**

**Developmental Domains**

Communication | Cognition | Social-Emotional
---|---|---
Motor | Adaptive

Communication included sub-domain areas: receptive and expressive skills

Motor development also includes subdomains: fine motor and gross motor skills

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**Slide 12**

**Activity**

**Inter-Related Domains**

- In partners or groups, discuss **which domains** the following milestone encompasses:
  
  *Follows a two-step direction*

- What **considerations** might you want to consider when deciding how a child may demonstrate this milestone or not?

Discussion points: broad point is that milestone indicators always include skills across domains, even if they are part of a list of skills separated by domain.

This milestone – is one that can be asked as a general question to family members, in which they are free to think of examples in the child’s own daily life.

This item is also often part of assessments that use kits and may require a child to follow directions to complete a standardized task, like find the red ball and put it in the cup.

Inter-related domains

**Communication**
| How does the child perceive the directions? What is the child’s primary mode of communication? |
| Are the directions given in the child’s primary language? |
| Does the child have the receptive vocabulary to understand and carry out the directions? |

**Cognitive**
- Are the elements of the task familiar to the child?
- Can the child attend to the task long enough to complete both steps?
- Is the complexity of the task and the steps within the child’s proximal zone of development?
- Is the child motivated to attend to and carry out the steps? Is the task culturally normative to the child and family?

**Motor**
- Does the child have the motor skills to carry out both steps of the task? If not, does the child need assistive technology or modifications to complete the task?

**Social-Emotional**
- Is the child calm enough to execute the task? Implies the ability to self-regulate and focus attention

**Adaptive**
- Adaptive skills – this item may inform us about how the child carries out every day self-help tasks that involve 2 steps

**Considerations**
- How do the organizing capacities of a child, including attention/regulation, change when a child is tired or overwhelmed?
- How does motivation to complete the task vary based on interest in the task, and how does that impact our understanding of a given child’s development across domains?
In the context of these face-to-face interaction, babies are literally showered with words, sounds, gestures, expressions and affect that help them connect with their special adults and to learn from them how the world works. Babies are pre-wired to attune to adults and their actions – there is evidence that infants imitate adult’s actions – specifically, sticking out their tongues, at the age of three days old! Adults naturally “teach” in the context of what the infant is focused on (more knowledgeable other, proximal zone of development).

Video: The Importance of Early Interactions

- How does the reality that language emerges from simple, positive, face-to-face interactions support your work in EI/ECSE? Is it just for babies?

Watch the video on the next slide

Video: The Importance of Early Interactions

We begin with observing and responding to very early learners – even if they are older - which is the foundation of social connection and social learning. https://youtu.be/m_5u8-QSh6A

Early Sounds

- Babies begin producing their own sounds, and listening to them, from birth
- Begin with open-mouthed sounds
- As they grow, these sounds become more variable and more expressive
- Babies attend to the sounds they make
- Attend to the sounds of their native language
As infants motor skills grow, they learn to engage in more complicated social learning which anchors and motivates the use of functional language. They become increasingly mobile, now active explorers as they gain increased access to their surroundings and the objects they find there. Their fine motor skills are also refining as they manipulate objects to find out how they feel, how they taste, how they behave when they are twisted or thrown. They are, as many have described, little scientists!

Because babies from 4 months or so engage in object exploration and sensorimotor play adults have the opportunity to share joint attention. They love to locate objects of all kinds and explore them with their hands and mouth.
When two individuals share attention to - and actively engage with - the same object or event of interest, they are sharing joint attention.

When adults and children share the same focus on an object or event, adults are in perfect position to act as the More Knowledgeable Other (Vygotsky) and to share culturally relevant knowledge in the context of play.

When babies first begin to hold and manipulate objects, adults often share attention to what they are doing and comment on their actions, but don’t necessarily expect them to respond to our comments or actions.

Activity: Joint Attention

- How might the knowledge that humans engage in joint attention first, before using words, inform your practice with children with disabilities who are pre- or non-verbal?

Support discussion that pre-verbal or non-verbal children, even when they are old enough for us to expect them to use verbal language, may need time to share joint attention with their families, teachers, and peers – before they are ready to use functional language – to learn about the world from others and
to discover motivation for engaging in shared focus.

Sidebar about young children with ASD if facilitator desires:
[This is especially important for young children with autism, who demonstrate difficulties engaging in joint attention – and benefit from activities that support their engagement in shared focus with others around objects and events that interest them.]

How do we try and keep the attention of a very young baby, who we don’t expect to be able to share attention yet? We follow their lead and create a narrative about what we see them doing, and often imitate their gestures.

This is where we need to start with young children with autism that are not yet ready to engage in fully reciprocal interactions – and often escape interactions when there are many prompts. It is important to first teach and reinforce the experience of remaining in social situations with others, much as we do for young infants. As they grow more comfortable with remaining in the presence of others, we can gradually build in more direct instruction.
First Words

- Around the time of their first birthdays, children begin to produce sounds that adults recognize as words in the language(s) that they use.
- These words are most often approximations of words, using sounds that they have already been using for babbling.
- These early words are an extension of their babbling in that they begin with a consonant and end with a vowel, and most often involves repetition of that sound.

Communication and Language Milestones by the End of the First Year

- Understands words for common items.
- Responds to simple words and requests.
- Plays simple interactional games (peek-a-boo).
- Points to objects and shows them to others.
- Says 1-2 words – not yet well articulated.
- Communication milestones in the first year

2-3 Years

- Begins by combining words to describe objects.
- As they grow:
  - Incorporate action words.
  - Use words to describe location.
  - Combine 3 words or more.
  - Understand words that describe opposites.
  - Follows 2-step directions.
- Communication milestones from 2-3

During this time, young children begin to use words to describe objects and characteristics of objects as they begin to combine words, like “big doggie” and “red truck”.

During this period, they begin to incorporate action words, like “go playground” or “eat lunch”.

Between 2 and 2.5 years, children begin to talk about objects to specify location, such as “in”, “over” and “under”.

Begin to construct 3-word or more phrases that describe other characteristics of objects or events like “mommy’s shoes” “backhoe digger truck”, “mommy go work”.

Often understand words that refer to opposites, like “up” and “down”, “day” and “night”.

https://www.asha.org/public/speech/development/01/
Follow 2-step directions (when they want to)
Acquiring new words rapidly
Click on link for milestones
https://www.asha.org/public/speech/development/23/

**3-4 Years**
- Articulation improves, can understand most of what they say
- Can use some words for some colors, numbers, or shapes
- Answers simple who, what, and where questions
- Uses pronouns, many plural words, puts four words together

As they grow:
- Begins to ask when and how questions
- Can at times talk about what happened during the day – can use about four sentences at a time
- [Communication milestones from 3-4](https://www.asha.org/public/speech/development/34/)

**4-5 Years**
- Relatively fluent language speakers – use all speech sounds
- Understands words for order (first, next) and time (yesterday, today)
- Tells a short story, can keep a conversation going
- Understands most of what he or she hears at home or school
- Ask a lot of “when” and “how” questions as they begin to figure out details of time, space, and other abstract concepts in the context of interactions
- [Communication milestones from 4-5](https://www.asha.org/public/speech/development/45/)

In the fourth year, children are well equipped to communicate fluently with other adults and children in a relatively adult-like way
Typically articulating words clearly, and most people understand what they say
Can generally be expected to answer simple who, what, and where questions.
Can talk about their day as they acquire the ability to recall experiences and use language to create a narrative about those experiences
Spend a lot of time asking when and how questions as their ability to understand details of time, space, and increasingly more abstract concepts increases

Visit the ASHA link to find out more about milestones in link
https://www.asha.org/public/speech/development/45/
If desired, facilitator can click on the link for bilingual language development and review the information there: https://www.zerotothree.org/resources/1780-bilingual-from-birth

Speech and Language Developmental Milestones | NIDCD (nih.gov)
Describe how this list is laid out to the group, and make it available to them separately for the following activity

Activity (Video)
After watching the video on the following slide, discuss the following:

• Using the information from this section, and the language development milestones chart, discuss the developmental age level you think is reflected by the skills you see Joseph use in this interaction (although in reality, we need more information!)

• Be prepared to provide the rationale for your answer

Support discussion that:
(We don’t use age levels to report out to families as a rule - these reports can be very discouraging)
Joseph is doing a great job of engaging in joint attention with his teacher
He responded to a “where” question, answered her questions responsively with 4 words (“in the other house”). He seems to respond mostly with 1–3-word utterances in this video.
He made wolf sounds and remembered, with some prompting, some of the words the teacher was prompting him for.

He follows her point
He points to pictures so that she can see what he is interested in
He responded to her direction to put the book away at the end.

Adult is providing a lot of prompts so might not see as many initiations or more elaborate responses as we would if she wasn’t reading a book and asking related questions.

Point out that we do not have nearly enough information, but based on this short clip he may be a developmental level that we might consider to be in the 2–3-year-old range.

https://www.cde.state.co.us/sites/default/files/video/resultsmatter/JosephReadingTheThreeLittlePigs.mp4

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**Domains of Development**

Cognitive
What is Cognitive Development?
- Includes these higher-order mental processes that are mediated by the *pre-frontal cortex*:
  - *Problem solving, reasoning, creating, conceptualizing, categorizing, remembering, and planning*
  - Prefrontal cortex activity requires access to a regulated state
  - Fight, flight and freeze shuts down these higher-order processes

These are primary elements of cognitive learning and functioning, and each of these overlaps with the others as children’s cognition develops and become more complex.

Normative assessments that measure cognitive development probe for how children make things happen in their worlds, and how they understand how objects and people are situated spatially.

They measure how children approach problem solving tasks of various complexities

They measure how children imitate others, and how that imitation is remembered and used over time – a key element of social learning across learning theories.

Cognitive testing also examines memory – how well a child can hold a piece of information in mind both during a problem-solving task, and over longer periods of time.

We are also interested in how children classify objects or people according to shape, color, and other attributes
We want to know how they can use abstract symbols in their play for the purpose of pretending and storytelling.

We want to understand how children can attend to events and people in their world as they learn, a critical element in the learning process.

Jean Piaget created an integrated understanding of how cognition is organized in a sequential manner as a child grows, using these three basic concepts. He believed that children develop a scheme for a given element of learning and use that schema to build new information to build new skills. In a cyclical manner, the child then accommodates to the new level of understanding and competence as he or she is again ready to learn something new and more complex.

A schema is a pattern of repeated actions. Clusters of schemas develop into later concepts (Arnold, 2015).

Schemas are often demonstrated in the favorite actions of young children. There are many different types, like filling/dumping, lining up, stacking. Sometimes the activities may seem a little strange or even annoying to adults, but to the child, it’s a necessary step in their understanding of the world and themselves.

Each child is different, and each acquires and uses schemas differently. Schemas can be observed, identified, and measured to more fully understand the cognitive development of a given child.

**Activity**

- [https://study.sagepub.com/walleranddavis3e/student-resources/child-observation-videos](https://study.sagepub.com/walleranddavis3e/student-resources/child-observation-videos)
- What schema or schemas did you see this child use?
- Did she combine schemas?
- What might be a next step in the complexity of her use of schemas?

**Discussion points:**

She is initially using a simple schema of gathering/filling as she picks the grass and puts in the bucket. She then incorporates the bucket with grass into another simple schema of “putting in” as she places the baby in the car – but now the schema seems to involve her experiences of being put into a car to go for a ride, and likely she is starting to incorporate a simple pretend schema. She goes on to combine schemes: pushing the car along with her legs, bringing the baby along for a ride. At one point she feeds the baby some grass, another schema. Discuss how this combination of schemas builds one upon the other as her play tells us valuable information about what she is practicing and what she is ready to learn.

Developmental next steps: we might see her invite another child to act as the baby’s grandma and incorporate roles into a more social form of play.
These are the 4 stages of development as Piaget described them, and which we use when we seek to assess cognitive development. These stages are useful for us to understand how children are incorporating even more complicated schemas into their play, as their higher-order capacities emerge and finally come together in the final state, where abstract and systematic thinking becomes possible.

These play categories, developed by Piaget to describe the activities within each of the 4 stages, are commonly used when we observe children for the purpose of describing and measuring cognitive development, which must be done in the context of play.

Relational play: Simple pretend play directed toward themselves (pretending to eat or sleep)

Functional play: Filling and emptying containers - Imitative play from an immediate model (adult rocks doll, child imitates)

Gross Motor play: Running, jumping, climbing, sliding

Social play: Take notice of peers but generally engage in parallel play (where children play next to each other, but do not interact with each other in play scheme)

Pretend/Symbolic play: Make inanimate objects perform actions, pretend that
objects are real or that an object symbolizes another object (ball becomes an apple, block becomes a phone)

Slide 41

Categories of Play
Symbolic/Imaginary: 2-3 years
- Symbolic play: Longer play sequences - children begin to play out dramatic scenes with stuffed animals or dolls
- Constructive play: Completing puzzles, building, or drawing
- Gross Motor play: rough-and-tumble play more intentional
- Social play – parallel transitions gradually to more cooperative play, taking turns and sharing more often

Slide 42

Categories of Play
Games with rules: 4-5 years
- Engage in play interactions using more formalized rules and problem-solving in the context of cooperative play
- Taps into emerging executive functions
  - Working memory, flexible thinking, self-regulation
- Pulls in elements across domains including social communication, social-emotional capacities, fine/gross motor, sensory and adaptive capacities

Requires the beginnings of executive function capacities, including the ability to inhibit impulses, to wait for turns, and to manage emotions when a child “loses”

Also requires the elements of working memory, and flexible thinking, as children need to remember how the rules of the game impact their behavior

Children younger than this often try to participate in simple board games, but often do not have the necessary executive functioning capacities quite yet

Slide 43

Observing Cognitive Development
- Attention and distractibility
- Linking schemes
- Use of imitation: immediate, deferred
- Turn-taking
- Cause and effect
- Accomplishing goals
  - Repetitive actions
  - Trial and error
  - Solicit help
Observing Cognitive Development: Parten’s Taxonomy for Social Play

- **Solitary** – play with toys alone
- **Parallel** - play alongside other children, not with them – enjoys their presence
- **Associative** - Pairs and groups of children play together and share materials, but cooperation and negotiation is rare
- **Cooperative** - Groups of children engage in sustained play episodes in which they plan, negotiate, and share responsibility

Facilitator: point out that this is just one short period in time, which does not accurately reflect the girls’ development – but that we are using this clip as a chance to practice the observation of cognitive skills. There are no prescribed answers – asking them to observe closely and ask them to identify schemas – stacking was a single schema used by the girl on the right – the girl on the left used a schema that was more specific that we could identify as “building a castle” since she might really like doing that and do it often – which offers a chance to get even more complex as she tries out new ways of doing it. Both girls had a clear goal and acted on it.

Interesting to observe how the girls shift their play from parallel to associative – even though they seem shy with each other.

We notice problem solving as the girl on the left carefully moves the peaks of the castle – built separately, onto the base she built.

For the girl on the right, we notice as she gradually stacks more and more blocks on, clearly understanding the need to
balance, she is trying different things to make sure the next things she stacks on top stays on once she has run out of the same-shaped blocks – good example also of constructive play and the use of spatial concepts. We notice strong ability to stay with the task on the part of the girl on the right – which draws the girl on the right over to do some counting and to comment on the situation with the super-high blocks.

Video: Samantha & Sara Building Towers & Castle

https://www.cde.state.co.us/sites/default/files/video/resultsmatter/SamanthaAndSaraBuildingTowersAndCastles.mp4

Developmental Domains
Social-Emotional
Social-Emotional Development

The developing capacity of the young child to:
- Form close and secure adult and peer relationships
- Experience, regulate, and express emotions in socially and culturally appropriate ways
- Explore the environment and learn in the context of family, community, and culture

The Core of School Readiness

- Social-emotional competence and healthy executive functioning, which go hand in hand, are more predictive of school success than traditional academic measures

Healthy Relationships and Responsive Caregiving

- Responsive and predictable interactions support healthy brain development
- Healthy relationships enable children of all abilities to participate fully, explore, learn from others, and access adult regulation and safety
- Adults support child access to regulation so that they can develop healthy executive function skills

Responsive and predictable caregiving creates the foundation for children to learn their own place in the world – and how the world around them functions in relationship to themselves. Healthy relationships empower children to explore, learn from others, and return for protection when they are distressed.

The safety that early relationships provide buffers children’s responses to stress. Enables children to maintain access to a regulated state where they can manage emotions, pay attention, and make decisions.

**Social-Emotional Development and Resilience**

- The development of healthy social-emotional well-being is tied to families, who are in turn impacted by systems over which they may have little control.
- Adults – and children – do better when they feel they have some control over the things that happen in their daily lives.

As Bronfenbrenner stated, the well-being of children depends on healthy family functioning, which in turn is supported by communities and the larger systems that moderate employment, access to health care and education, and the functions of criminal justice.

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**Slide 52**

**Video: How Toxic Stress Affects Us, and What We Can Do About It**

Let’s look at this video from the Harvard Center for the Developing Child to understand a bit more about how social emotional wellbeing is moderate by systems as a whole:


[https://www.youtube.com/watch?v=sutfPqtQFEc](https://www.youtube.com/watch?v=sutfPqtQFEc)

**Stress and Resilience: How Toxic Stress Affects Us, and What We Can Do About It (harvard.edu)** (3:52)

Support discussion that social-emotional well-being hinges on family functioning, and family well-being hinges on systems that they depend on for community, access to employment, food, housing, medical care, mental health care.

Ask participants how they might be able to contribute to higher levels of family well-being at the systems level, at the level of family, and at the level of the child in the school environment.
Slide 53

**Sequence of Social-Emotional Developmental Tasks**

**Infants and Toddlers**
- Establish attachment bonds with primary caregivers
- Engage in positive reciprocal interactions with others
- Respond to co-regulation behaviors of adults by calming; gradually learn how to self-soothe – still need adult support
- Show empathy and learn about feelings (toddlers)
- Discover and practice independence: explore actively as adults provide safety (toddlers)

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https://www.zerotothree.org/early-development/social-and-emotional-development

Slide 54

**Sequence of Social-Emotional Developmental Tasks**

**Preschoolers**
- Begin peer interaction while managing emotional arousal
- Initiate prosocial behavior and interactions, along with friendships
- Stay connected with adults
- Understand basic emotional expressions/situations and ways to solve them (with adult assistance, generally)
- Begin to follow rules, like taking turns

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Slide 55

**Sequence of Social-Emotional Developmental Tasks**

**Elementary-age**
- Form dyadic friendships and stable peer reputations
- Control aggressive impulses
- Demonstrate emotional regulation within the peer group, showing emotions in appropriate contexts
- Resolve more complex social difficulties with a flexible variety of solutions
Slide 56

**Social-Emotional Development and Equity**

- Suspensions and expulsions continue to be widely used in ECE settings
- Associated with gender and racial disparities
- Research tells us that these practices are associated with negative outcomes across the lifespan

https://doi.org/10.1097/IYC.0000000000000113

Slide 57

**Video**

School Suspensions Are an Adult Behavior

After watching the video on the next slide, consider the following questions:

- What ideas will you take away from this talk?
- How can you make a difference in the rate of school suspension and expulsions?
- What steps will you take to make sure that social-emotional health is viewed through the lens of full inclusion and equity?

12:23
https://www.youtube.com/watch?v=_n8rDUhJMQ4v

Slide 58

**Video**

School Suspensions Are an Adult Behavior

https://www.youtube.com/watch?v=_n8rDUhJMQ4
Developmental Domains
Motor Development

Slide 60

Motor Development

- Refers to a sequence of skills that children typically acquire to move their bodies and develop specific physical skills
- Divided into gross and fine motor skills
  - Gross motor skills: Control the larger parts of the body, including balance, strength, stability, coordination, and locomotion
  - Fine motor skills: Coordination and ability to engage smaller body parts (e.g., thumb and forefinger) to accomplish tasks that require small movement

Slide 61

Motor Development

- Depends on balanced muscle tone
- Involves the vestibular system, located in the inner ear and is key to maintaining balance
- Involves the proprioceptive system that involves the inner joints, and tendons to sense location in space.
  - Needed to maintain balance and posture
Types of Motor Skills

- **Locomotor skills**: rolling, crawling, walking, running
- **Balance and coordination skills**: standing, squatting, skipping, jumping
- **Manipulative skills**: picking up, twisting, squeezing, carrying, throwing, catching
- **Oral-motor skills**: feeding, talking

Sequences of Development: General Principles

- **Children develop from head to toe**: at birth, the mouth is a key motor function, then control emerges gradually to hands (grasping), torso (sitting, crawling), to legs and feet (walking)
- **Children grow from the torso outwards**: arms grow before hands, legs grow before feet
- **Develop gross motor skills before they develop fine motor skills**

Motor Skills Are Connected to Other Skill Domains

- Enable children to explore: **cognitive development**
- The basis of **adaptive development**: finger feeding, utensils, tooth-brushing, toileting
- Oral-motor skills essential for **communication development**, feeding
- Influence how a child is physically positioned to interact with the social world: **social-emotional development**

The head grows faster than the body: creates challenges to balance in the first years of life

The torso lengthens throughout early childhood: lowers center of gravity to improve balance and stability

Children gain function from head to toe: at birth the mouth is a key motor function, then control emerges gradually to hands (grasping) torso (sitting, crawling) to legs and feet (walking)

Equip children to explore their environment – the basis of cognitive development

- More likely to write and draw when fine motor skills are present
- The basis of adaptive skills: finger feeding, utensils, tooth-brushing, toileting
- Oral-motor skills are essential for communication development, feeding
- Influence how a child is physically positioned to interact with the social world: social-emotional development
Slide 65

Activity: Motor Milestones

- Review the motor milestones on the following two slides, and/or review the handout, and explore the CDC Developmental Milestones website.
- Watch the video of Gabby in her early care setting, and observe the fine and gross motor skills you see her using.
- Use the motor milestones resources to guess at her gross motor and fine motor skill age level, providing rationale.

Video embedded on next slide
https://www.cdc.gov/ncbddd/actearly/milestones/index.html

Video: 1:38
https://youtu.be/rfVPpW-FZkEch

Slide 66

Activity: Motor Milestones

https://www.cdc.gov/ncbddd/actearly/milestones/index.html

Video: 1:38
https://youtu.be/rfVPpW-FZkEch

Slide 67

<table>
<thead>
<tr>
<th>Gross Motor</th>
<th>Fine Motor</th>
</tr>
</thead>
<tbody>
<tr>
<td>With feet on the floor</td>
<td></td>
</tr>
<tr>
<td>- Doll holds and moves it back and forth</td>
<td>- Puts toys in mouth</td>
</tr>
<tr>
<td>- Doll turns over</td>
<td>- Presses a button</td>
</tr>
<tr>
<td>- Doll raises head</td>
<td>- Rolls head</td>
</tr>
<tr>
<td>- Doll grabs</td>
<td>- Puts an object on table</td>
</tr>
<tr>
<td>- Doll rolls</td>
<td>- Covers head with a cloth</td>
</tr>
<tr>
<td>- Doll reaches for</td>
<td>- Holds bottle</td>
</tr>
<tr>
<td>- Doll reaches for</td>
<td>- Picks and puts away toy</td>
</tr>
<tr>
<td>- Doll reaches for</td>
<td>- Drops toy</td>
</tr>
<tr>
<td>- Doll reaches for</td>
<td>- Puts toy in mouth</td>
</tr>
</tbody>
</table>

### Slide 68

<table>
<thead>
<tr>
<th>Gross Motor</th>
<th>Fine Motor</th>
</tr>
</thead>
<tbody>
<tr>
<td>L to 44 weeks</td>
<td></td>
</tr>
<tr>
<td>- Walk</td>
<td>- Feed self</td>
</tr>
<tr>
<td>- Jump with support</td>
<td>- Put own clothes on</td>
</tr>
<tr>
<td>- Pull themselves up with support</td>
<td>- Put on own clothes</td>
</tr>
<tr>
<td>- Crawl</td>
<td>- Feed self</td>
</tr>
<tr>
<td>- Sit alone</td>
<td>- Feed self</td>
</tr>
<tr>
<td>- Roll over</td>
<td>- Feed self</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task 5 to 7 years</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Aims for target</td>
<td>- Uses spoon to eat</td>
</tr>
<tr>
<td>- Jumps off ground</td>
<td>- Eating</td>
</tr>
<tr>
<td>- Runs with support</td>
<td>- Eating</td>
</tr>
<tr>
<td>- Pushes a toy</td>
<td>- Eating</td>
</tr>
<tr>
<td>- Pulls a toy</td>
<td>- Eating</td>
</tr>
<tr>
<td>- Walks on tiptoes</td>
<td>- Eating</td>
</tr>
<tr>
<td>- Stand on one foot</td>
<td>- Eating</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task 6 to 8 years</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Hops 3 feet</td>
<td>- dressing/undressing</td>
</tr>
<tr>
<td>- Hops on tiptoes</td>
<td>- dressing/undressing</td>
</tr>
<tr>
<td>- CLimb a step</td>
<td>- dressing/undressing</td>
</tr>
<tr>
<td>- Walks on tiptoes</td>
<td>- dressing/undressing</td>
</tr>
<tr>
<td>- Jumps &amp; lands on feet</td>
<td>- dressing/undressing</td>
</tr>
</tbody>
</table>

### Slide 69

**Developmental Domains**

**Adaptive Development**

### Slide 70

**Adaptive Skills**

- Skills needed to do everyday tasks that involve taking care of oneself and others, such as:
  - Dressing/undressing
  - Bathing/hygiene
  - Toileting
  - When older: cleaning, cooking, paying bills, attending appointments

**Definition from the American Association on Intellectual and Developmental Disabilities:**

[https://www.aaidd.org/intellectual-disability/definition](https://www.aaidd.org/intellectual-disability/definition)
Adaptive Development Includes Skills From All Domains

- For example, a child needs to use cognitive skills and gross/fine motor skills to do a multi-stepped dressing task: move to a dresser, open the drawer, choose articles of clothing, put them on, communication skills to understand and respond to directions, social-emotional skills to stick with the task of getting dressed, managing frustration.

Areas of Adaptive Skills

(Bayley-4, Aylward, 2020)

- Communication
- Community use/participation
- Health and safety
- Leisure/play
- Self-care

- Self-direction
- Functional pre-academics
- Home living
- Social
- Motor

Communication (e.g., the child’s speech, language, and non-verbal skills)

Community Use (e.g., the child’s interest in activities outside the home and ability to recognize various community locations)

Health and Safety (e.g., how readily a child shows caution and an ability to avoid physical danger)

Leisure (e.g., forms of play and the ability to follow rules)

Self-care (e.g., the child’s eating, toileting, and bathing behaviors)

Self-direction (e.g., how readily the child shows self-control, follows directions, and makes choices),

Functional Pre-academics (e.g., the child’s skills at letter recognition, counting, and drawing simple shapes)

Home Living (e.g., the degree to which a child helps adults with household tasks and cares for his or her personal possessions)
Social (e.g., how well the child gets along with other people, uses manners, assists others, and recognizes emotions),

Motor (e.g., the child’s locomotion skills and manipulation of the environment).


As in all domains, acquisition of new adaptive skills depends on first learning very simple skills, and then building on them: here is an example using the adaptive skill of getting dressed.

Support importance of teaming with PT to support strength, balance, proprioception, collaboration with teachers at school, full inclusion of family as part of the team – as we saw in this example.

Facilitate discussion about the best way to support this mother to facilitate adaptive skills using information and strategies from multiple disciplines.

https://youtu.be/fgPU9FZK_NU
Activity

- Lelia's Morning Routine

Support importance of teaming with PT to support strength, balance, proprioception, collaboration with teachers at school, full inclusion of family as part of the team – as we saw in this example.

Facilitate discussion about the best way to support this mother to facilitate adaptive skills using information and strategies from multiple disciplines

References and Resources


References and Resources


References and Resources

### Slide 78

**References and Resources**


### Slide 79

**References and Resources**

- Before their first words: *Recerca*; [joint attention | Before their first words (upf.edu)](http://beforfirstwords.upf.edu/precursors-of-language/joint-attention/)
- Centers for Disease Control and Prevention: [CDC’s Developmental Milestones | CDC](https://www.cdc.gov/ncbddd/actearly/milestones/index.html)

### Slide 80

**References and Resources**

- Stress and Resilience: *How Toxic Stress Affects Us, and What We Can Do About It* (harvard.edu)
- School suspensions are an adult behavior Rosemarie Allen TEDxMileHigh – YouTube
- Leelia’s Morning Routine: [Leelia’s morning routine - YouTube](https://www.youtube.com/watch?app=desktop&v=_n8rDUhJMQ4&feature=youtu.be)
- [https://www.youtube.com/watch?app=desktop&v=fgPU9FZK_NU&feature=youtu.be](https://www.youtube.com/watch?app=desktop&v=fgPU9FZK_NU&feature=youtu.be)