EI/ECSE Standard 1
Component 1.2
Overview & Speaker Notes

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

Outline of Session Activities and Approximate Time

Topic	Slides	Activity
Introduction/Objectives	1-5	
Developmental Domains	6-12	Activity (slide 8) Video (slide 9) Activity (slide 12)
Domains of Development: Communication	13-32	
Language & Learning	14	
Importance of Early Interactions	16	Video
Early Sounds	17-19	
Joint Attention	20-22	Activity (slide 21) Video (slide 22)
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Categories of play	39-42	
Observing Cognitive Development	43-46	Activity (slide 45) Video (slide 46)
Developmental Domains: Social –Emotional	47-58	Video (slide 52) Activity (slide 57) Video (slide 58)
Developmental Domains: Motor Development	59-68	Activity (slide 65) Video (slide 66)
Developmental Domains: Adaptive Development	69-75	Video (slide 75)
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Speaker Notes with Slides

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 ECPC Early Childhood Personnel Center www.ecpcte.org	
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. ECPC Early Childhood Personnel Center www.ecpcte.org	
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. ECPC Early Childhood Personnel Center www.ecpcte.org	

Slide 4	**Objectives** • 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. ECPC Early Childhood Personnel Center www.ecpcte.org	
Slide 5	**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. ECPC Early Childhood Personnel Center www.ecpcte.org	
Slide 6	**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 ECPC Early Childhood Personnel Center www.ecpcte.org	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: Guralnick, M.J., (2013). Developmental science and preventative interventions for children at environmental risk. Infant and Young Children, Vol. 26(4), pp. 270-285. doi:10.1097/IYC.0b013e3182a6832f

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	
Slide 8	**Activity** • https://developingchild.harvard.edu/resources/inbrief-the-science-of-early-childhood-development/ • 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?	https://developingchild.harvard.edu/resources/inbrief-the-science-of-early-childhood-development/
Slide 9	**Video:** **InBrief: The Science of Early Childhood Development** 	https://developingchild.harvard.edu/resources/inbrief-the-science-of-early-childhood-development/ 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
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
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 compete 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?

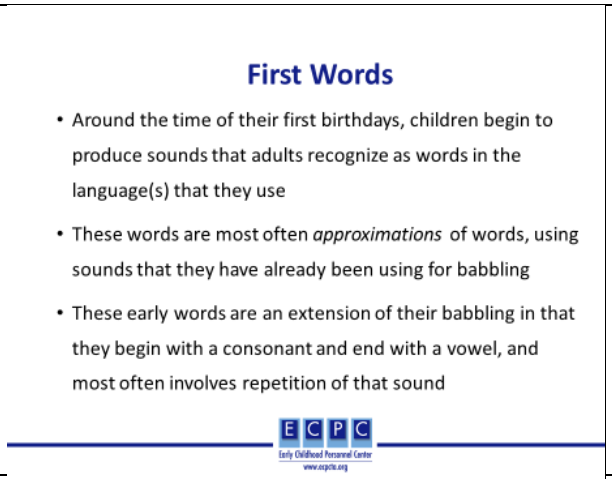
Slide 13	**Domains of Development** Communication	
Slide 14	**Language Learning Begins at Birth** (Adamson et al., 2014) • From birth, we "shower" babies with language, sounds, expressions, gestures and affect • We imitate them, reinforcing their sounds and actions as communication • Adults naturally "teach" in the context of what the infant is focused on (more knowledgeable other, proximal zone of development)	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) Adamson, L.B., Bakeman, R., Deckner, D.F., Nelson, P. B. (2014). From Interactions to Conversations: The Development of Joint Engagement During Early Childhood. Child Development., 85(3), 941–955. https://doi.org/10.1111/cdev.12189

Slide 15	**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
Slide 16	**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
Slide 17	**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	

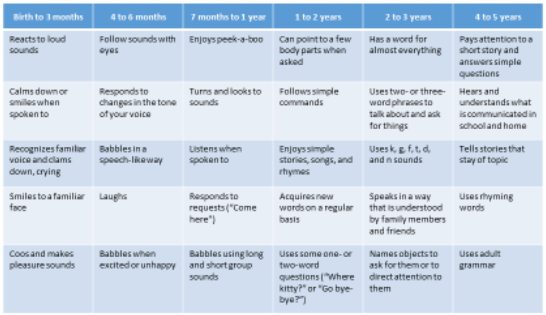
Slide 18	**Babbling: 6-9 Months** • Now produce vowels and combine them with a consonant like "da," "ma", "ba" or "ga" • Repeat these in long strings, like "dadadada" • Produce similar first syllables in all languages • Similarity between language groups disappears as babbling becomes more organized at around ten months • Babies who are deaf and cared for by adults who use ASL-babble with their hands in similar patterns ECPC Early Childhood Personnel Center www.ecpctc.org	
Slide 19	**Emerging Language and Joint Attention** • As infants' motor skills grow, they engage in more complicated social learning, which anchors and motivates functional language • They become increasingly mobile, now active explorers as they gain increased access to their surroundings and the ***objects*** they find there ECPC Early Childhood Personnel Center www.ecpctc.org	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.

Slide 20	**Joint Attention** • When two people share attention to - and actively engage with - the same object or event of interest, they are sharing ***joint attention*** • Interact with adult or older peers to share an understanding of and labels for of objects/events • They start to use ***communicative gestures*** in the context of joint attention – ***pointing, showing, imitating***	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.
Slide 21	**Activity: Joint Attention** Watch the video on the next slide before discussing the following questions • 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?	
Slide 22	**Activity: Joint Attention** • Joint attention | Before their first words (upf.edu) 	http://beforefirstwords.upf.edu/precursors-of-language/joint-attention/ https://www.youtube.com/watch?v=1Aea8BH-PCs 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

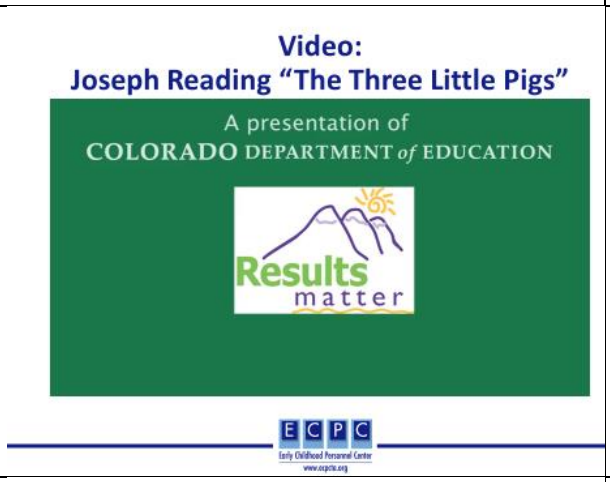
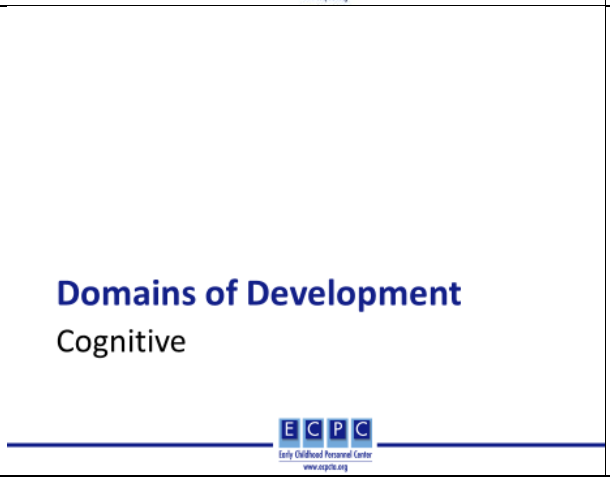
		to discover motivation for engaging in shared focus. Sidebar about young children with ASD if facilitator desires: [This is especially important for young children with autism, who demonstrate difficulties engaging in joint attention – and benefit from activities that support their engagement in shared 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.

Slide 23		
Slide 24		https://www.asha.org/public/speech/development/01/
Slide 25		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”

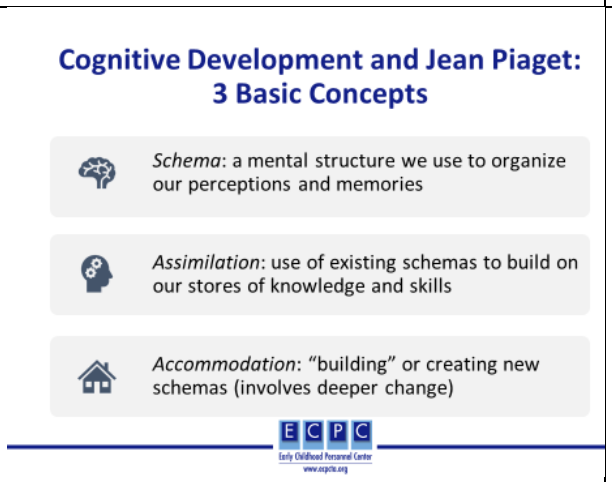
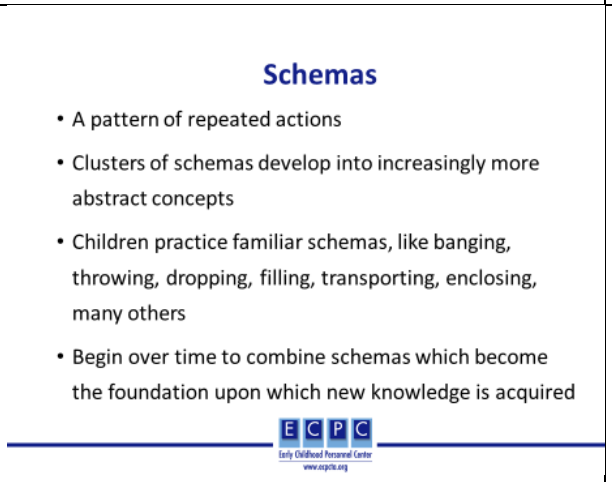
		Follow 2-step directions (when they want to) Acquiring new words rapidly Click on link for milestones https://www.asha.org/public/speech/development/23/
Slide 26	**3-4 Years** • Articulation improves, can understand most of what they say • Can use some words for some colors, numbers, or shapes • Answers 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 ECPC Early Childhood Personnel Center www.ecpctc.org	https://www.asha.org/public/speech/development/34/
Slide 27	**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 ECPC Early Childhood Personnel Center www.ecpctc.org	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/

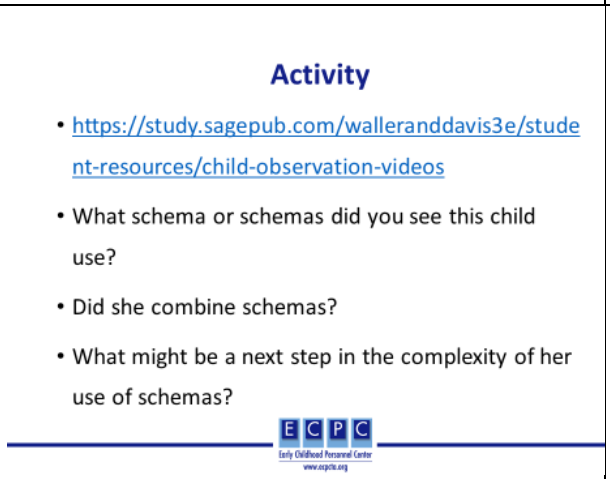
Slide 28	**Bilingual Language Acquisition** • Young children well-equipped to learn multiple languages • Language development is not negatively impacted when young children learn more than one language! • Bilingual language development is a gift that a child will carry for a lifetime – improves brain functionality into old age ECPC Early Childhood Personnel Center www.ecpctc.org	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
Slide 29	**Language Development Milestones**  ECPC Early Childhood Personnel Center www.ecpctc.org	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
Slide 30	**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 ECPC Early Childhood Personnel Center www.ecpctc.org	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

Birth to 3 months	4 to 6 months	7 months to 1 year	1 to 2 years	2 to 3 years	4 to 5 years
Reacts to loud sounds	Follow sounds with eyes	Enjoys peek-a-boo	Can point to a few body parts when asked	Has a word for almost everything	Pays attention to a short story and answers simple questions
Calms down or smiles when spoken to	Responds to changes in the tone of your voice	Turns and looks to sounds	Follows simple commands	Uses two- or three-word phrases to talk about and ask for things	Hears and understands what is communicated in school and home
Recognizes familiar voice and clams down, crying	Babbles in a speech-like way	Listens when spoken to	Enjoys simple stories, songs, and rhymes	Uses k, g, f, t, d, and n sounds	Tells stories that stay of topic
Smiles to a familiar face	Laughs	Responds to requests ("Come here")	Acquires new words on a regular basis	Speaks in a way that is understood by family members and friends	Uses rhyming words
Coos and makes pleasure sounds	Babbles when excited or unhappy	Babbles using long and short group sounds	Uses some one- or two-word questions ("Where kitty?" or "Go bye-bye?")	Names objects to ask for them or to direct attention to them	Uses adult grammar

		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
Slide 31		https://www.cde.state.co.us/sites/default/files/video/resultsmatter/JosephReadingTheThreeLittlePigs.mp4
Slide 32		

Slide 33	**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 ECPC Early Childhood Personnel Center www.ecpctc.org	
Slide 34	**Primary Elements of Cognition** Cause and effect Spatial relationships Problem Solving Imitation Memory Classification Symbolic Play Attention ECPC Early Childhood Personnel Center www.ecpctc.org	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

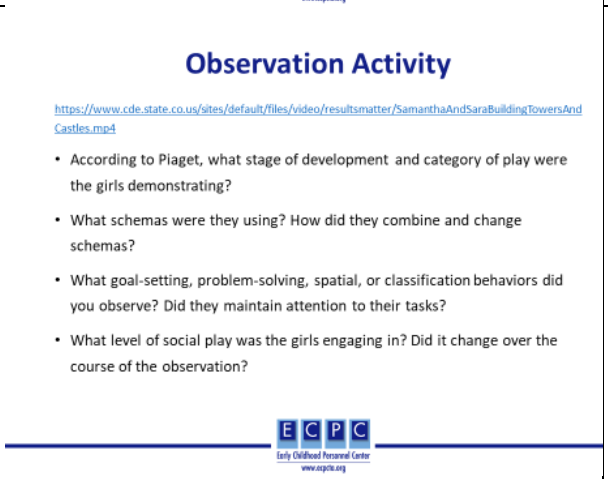
		We want to know how they can use abstract symbols in their play for the purpose of pretending and storytelling We want to understand how children can attend to events and people in their world as they learn, a critical element in the learning process
Slide 35		Jean Piaget created an integrated understanding 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.
Slide 36		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. Arnold, C. (2015). Schemas: a way into a child's world. *Early Child Development and Care.*, *185*(5), 727–741.

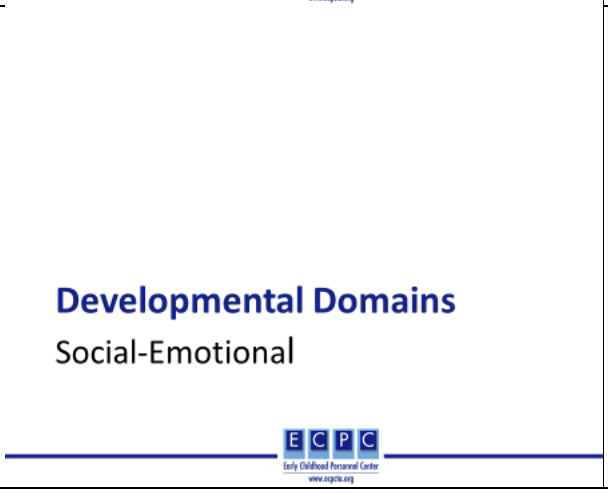
		https://doi.org/10.1080/03004430.2014.952634
Slide 37		Facilitator: when you open the link, scroll down to the video called "picking grass for baby" (4.54 minutes long), scroll down far enough so the description over the video is not visible to the participants. https://study.sagepub.com/walleranddavis3e/student-resources/child-observation-videos <u>Discussion points:</u> 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.

Slide 38	**Piaget: 4 Stages of Development** | STAGE	PERIOD OF DEVELOPMENT	DESCRIPTION | |---|---|---| | Sensorimotor | Birth – 2 years | Explores with all senses, hands, mouth. Works out making things happen, finding hidden objects, filling and emptying | | Preoperational | 2-7 years | Beings to use symbols and language, pretending, story-telling | | Concrete Operational | 7-11 years | Logic and reasoning become more organized: interested in classifying objects into hierarchies | | Formal Operational | 11+ | Abstract and systematic thinking requiring higher-level cognitive processes | ECPC Early Childhood Personnel Center www.ecpctc.org	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.
Slide 39	**Categories of Play** **Exploratory: Birth to 12 months** • Sensorimotor play – children manipulate objects in to explore their sensory characteristics (mouthing a block, shaking a rattle, banging a toy) • Functional play – children then begin to use toys according to their functional purpose (cause and effect toys; if I push the button, the giraffe will pop up) ECPC Early Childhood Personnel Center www.ecpctc.org	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.
Slide 40	**Categories of Play** **Relational: 12-24 months** • Simple pretend play: directed towards themselves • Functional play: filling/emptying, imitating direct models • Gross motor play: running, jumping, sliding • Social play: notice peers but engage in parallel play • Pretend/symbolic play: make inanimate objects perform actions, pretend that objects are real, one object symbolizes another ECPC Early Childhood Personnel Center www.ecpctc.org	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 ECPC Early Childhood Personnel Center www.ecpctc.org	
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 ECPC Early Childhood Personnel Center www.ecpctc.org	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
	ECPC Early Childhood Personnel Center www.ecpctc.org	

Slide 44		
Slide 45		https://www.cde.state.co.us/sites/default/files/video/resultsmatter/SamanthaAndSaraBuildingTowersAndCastles.mp4 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.
Slide 46		https://www.cde.state.co.us/sites/default/files/video/resultsmatter/SamanthaAndSaraBuildingTowersAndCastles.mp4
Slide 47		

Slide 48	**Social-Emotional Development** Ostrosky et al., 2008 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 ECPC Early Childhood Personnel Center www.ecpctc.org	
Slide 49	**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 ECPC Early Childhood Personnel Center www.ecpctc.org	Blair, C. & Raver, C.C., (2015). School readiness and self-regulation: a developmental psychobiological approach. Annual Review of Psychology; Vol 66, pp. 711-713. doi: 10.1146/annurev-psych-010814-015221
	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 ECPC Early Childhood Personnel Center www.ecpctc.org	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 ECPC Early Childhood Personnel Center www.ecpctn.org	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.
Slide 52	**Video: How Toxic Stress Affects Us, and What We Can Do About It**  ECPC Early Childhood Personnel Center www.ecpctn.org	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://developingchild.harvard.edu/resources/stress-and-resilience-how-toxic-stress-affects-us-and-what-we-can-do-about-it/ 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.

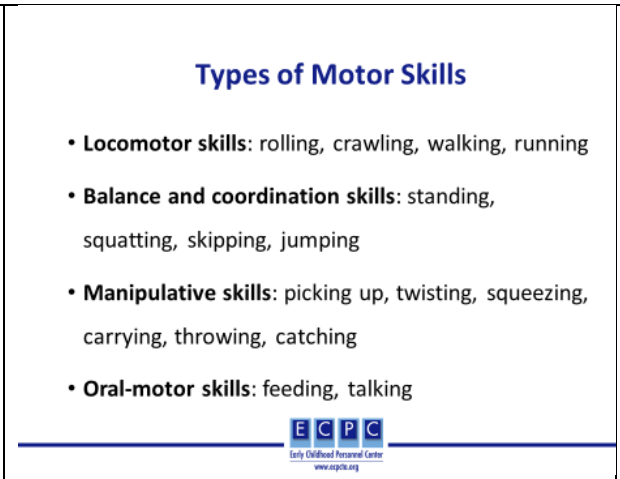
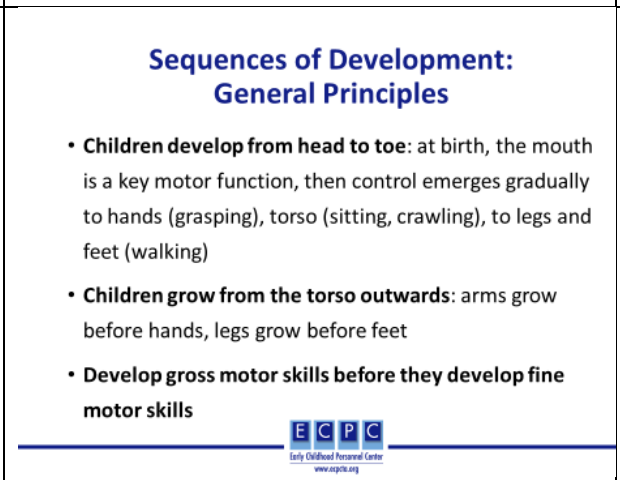
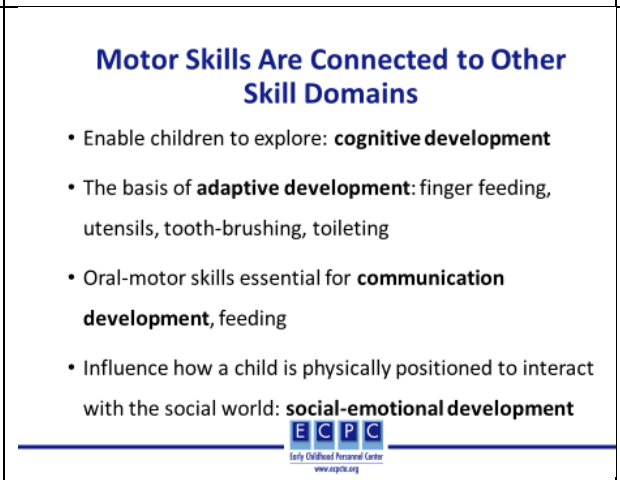
Slide 53	**Sequence of Social-Emotional Developmental Tasks** **Infants and Toddlers** • Establish attachment bonds with primary caregivers • Engage in positive reciprocal interactions with others • Respond to co-regulation behaviors of adults by calming: gradually learn how to self-soothe – still need adult support • Show empathy and learn about feelings (toddlers) • Discover and practice independence: explore actively as adults provide safety (toddlers) ECPC Early Childhood Personnel Center www.ecpctc.org	https://www.zerotothree.org/early-development/social-and-emotional-development
Slide 54	**Sequence of Social-Emotional Developmental Tasks** (Denham, 2018) **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 ECPC Early Childhood Personnel Center www.ecpctc.org	Denham, S.A., (2018). Keeping SEL developmental: the importance of a developmental lends for fostering and assessing SEL competencies
Slide 55	**Sequence of Social-Emotional Developmental Tasks** (Denham, 2018) **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 ECPC Early Childhood Personnel Center www.ecpctc.org	

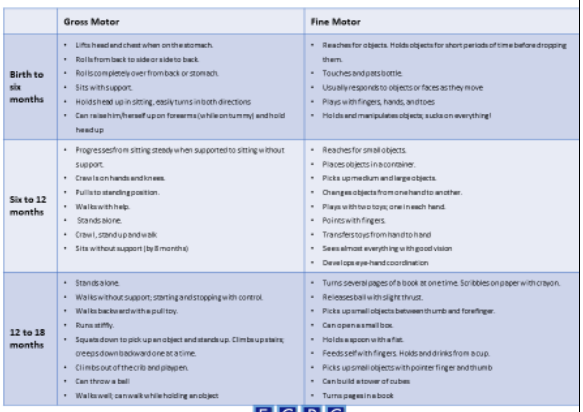
Slide 56	**Social-Emotional Development and Equity** • Suspensions and expulsions continue to be widely used in ECE settings • Associated with gender and racial disparities • Research tells us that these practices are associated with negative outcomes across the lifespan	Gilliam, W.S & Reyes, C.R., (2018). Teacher decision factors that lead to preschool expulsion. Infants and Young Children, Vol. 31(2), pp. 93-108(16). 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

Slide 59	**Developmental Domains** Motor Development	

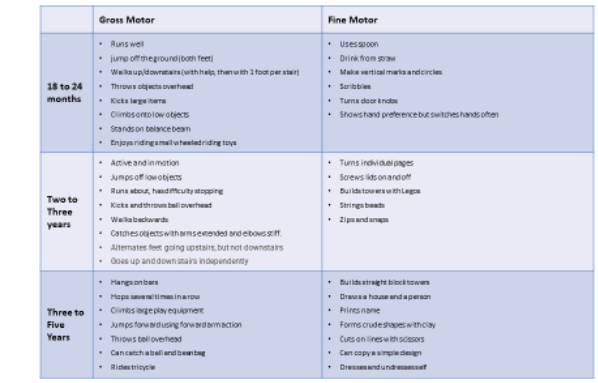
Slide 60	**Motor Development**
	• Refers to a sequence of skills that children typically acquire to move their bodies and develop specific physical skills
	• Divided into gross and fine motor skills
	  • **Gross motor skills**: Control the larger parts of the body, including balance, strength, stability, 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**	

Slide 62		
Slide 63		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)
Slide 64		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 ECPC Early Childhood Personnel Center www.ecpctc.org	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**  ECPC Early Childhood Personnel Center www.ecpctc.org	https://www.cdc.gov/ncbddd/actearly/milestones/index.html Video: 1:38 https://youtu.be/rfVPpW-FZkEch
Slide 67	 ECPC Early Childhood Personnel Center www.ecpctc.org	https://childdevelopmentinfo.com/child-development/physical-development-in-children-and-adolescents/#gs.cerkur

	Gross Motor	Fine Motor
Birth to six months	• Lifts head and chest when on the stomach. • Rolls from back to side or side to back. • Rolls completely over from back or stomach. • Sits with support. • Holds head up in sitting, easily turns in both directions • Can raise him/herself up on forearms (while on tummy) and hold head up	• Reaches for objects. Holds objects for short periods of time before dropping them. • Touches and pats bottle. • Usually responds to objects or faces as they move • Plays with fingers, hands, and toes • Holds and manipulates objects; sucks on everything!
Six to 12 months	• Progresses from sitting steady when supported to sitting without support. • Crawls on hands and knees. • Pulls to standing position. • Walks with help. • Stands alone. • Crawl, stand up and walk • Sits without support (by 8 months)	• Reaches for small objects. • Places objects in a container. • Picks up medium and large objects. • Changes objects from one hand to another. • Plays with two toys; one in each hand. • Points with fingers. • Transfers toys from hand to hand • Sees almost everything with good vision • Develops eye-hand coordination
12 to 18 months	• Stands alone. • Walks without support; starting and stopping with control. • Walks backward with the pull toy. • Runs stiffly. • Squats down to pick up an object and stands up. Climbs up stairs; creeps down backward one set at time. • Climbs out of the crib and playpen. • Can throw a ball • Walks well; can walk while holding an object	• Turns several pages of a book at one time. Scribbles on paper with crayon. • Releases ball with slight thrust. • Picks up small objects between thumb and forefinger. • Can open a small box. • Holds a spoon with a fist. • Feeds self with fingers. Holds and drinks from a cup. • Picks up small objects with pointer finger and thumb • Can build a tower of cubes • Turns pages in a book

Slide 68		https://childdevelopmentinfo.com/child-development/physical-development-in-children-and-adolescents/#gs.cerkur
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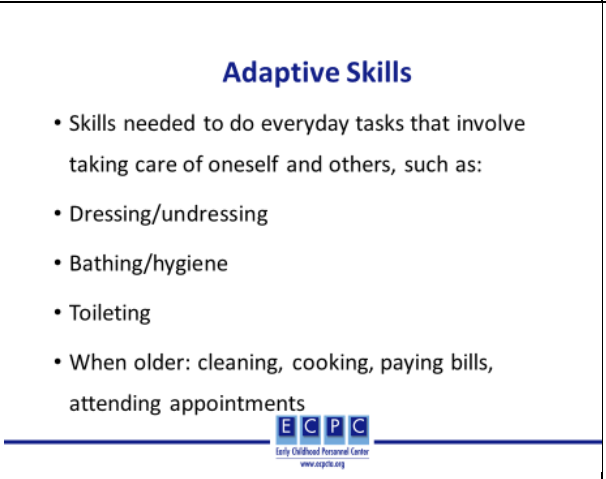
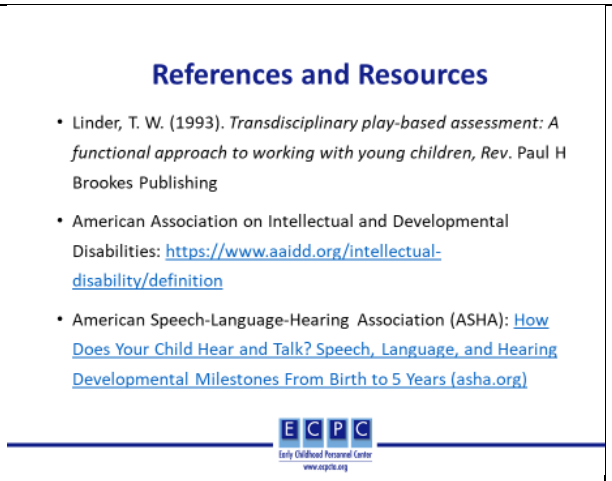
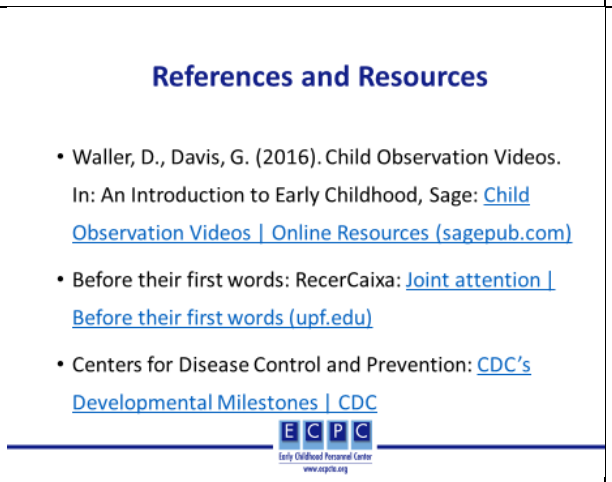
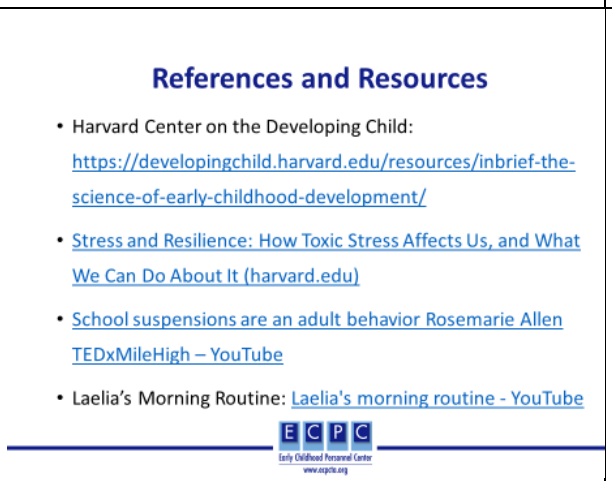
Slide 70		Definition from the American Association on Intellectual and Developmental Disabilities: https://www.aaidd.org/intellectual-disability/definition

Slide 71	**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 ECPC Early Childhood Personnel Center www.ecpctc.org	
Slide 72	**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 ECPC Early Childhood Personnel Center www.ecpctc.org	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). Aylward, G.P., (2020). Chapter 6 - Adaptive Behavior Scale; In: Practical Resources for the Mental Health Professional, Bayley 4 Clinical Use and Interpretation, Academic Press, 2020, Pages 61-68, https://doi.org/10.1016/B978-0-12-817754-9.00006-4
Slide 73	**Adaptive Skills: A Sequence of Development** • Cooperating with getting dressed • Taking off some clothes, with help • Putting on simple clothing items (like a hat) • Independently taking off simple items (socks, shoes) • Independently putting on simple items • Unfastening snaps/buttons • Fastening snaps/buttons • Working zippers • Knowing what clothing to choose (e.g., sunny, cold) ECPC Early Childhood Personnel Center www.ecpctc.org	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
Slide 74	**Activity: Laelia's Morning Routine** After watching the video on the following slide, discuss the following questions; • What adaptive skills is Laelia working on? • What domains are important to the skills she is currently working on? • Occupational therapists specialize in bringing these multi-domain skills together and are also familiar with cross-disciplinary teaming. Who else might be an important member of Laelia's team? ECPC Early Childhood Personnel Center www.ecpctc.org	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

Slide 75	**Activity** • *Laelia's Morning Routine* 	https://www.youtube.com/watch?v=fgPU9FZK_NU&ab_channel=recordsky 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
Slide 76	**References and Resources** • Adamson, L.B., Bakeman, R., Deckner, D.F., Nelson, P. B. (2014). From Interactions to Conversations: The Development of Joint Engagement During Early Childhood. Child Development., 85(3), 941–955. https://doi.org/10.1111/cdev.12189 • Arnold, C. (2015). Schemas: a way into a child's world. *Early Child Development and Care.*, *185*(5), 727–741. https://doi.org/10.1080/03004430.2014.952634 • Blair, C. & Raver, C.C., (2015). School readiness and self-regulation: a developmental psychobiological approach. Annual Review of Psychology; Vol 66, pp. 711-713. doi: 10.1146/annurev-psych-010814-015221	https://srcd.onlinelibrary.wiley.com/doi/epdf/10.1111/cdev.12189 https://www.tandfonline.com/doi/full/10.1080/03004430.2014.952634 https://www.annualreviews.org/doi/pdf/10.1146/annurev-psych-010814-015221
Slide 77	**References and Resources** • Denham, S.A., (2018). Keeping SEL developmental: the importance of a developmental lends for fostering and assessing SEL competencies. Frameworks Briefs, Special Issues Series; Measuring SEL: Using Data to Inspire Practice • Gilliam, W.S & Reyes, C.R., (2018). Teacher decision factors that lead to preschool expulsion. Infants and Young Children, Vol. 31(2), pp. 93-108(16).https://doi.org/10.1097/IYC.0000000000000113 • Guralnick, M.J., (2013). Developmental science and preventative interventions for children at environmental risk. Infant and Young Children, Vol. 26(4), pp. 270-285. doi:10.1097/IYC.0b013e3182a6832f.	https://measuringsel.casel.org/wp-content/uploads/2018/11/Frameworks-DevSEL.pdf https://journals.lww.com/iycjournal/Fulltext/2018/04000/Teacher_Decision_Factors_That_Lead_to_Preschool.2.aspx https://journals.lww.com/iycjournal/Fulltext/2013/10000/Developmental_Science_and_Preventive_Interventions.2.aspx

Slide 78		https://www.aaidd.org/intellectual-disability/definition https://www.asha.org/public/speech/development/chart/
Slide 79		https://study.sagepub.com/wallerandddavis3e/student-resources/child-observation-videos http://beforefirstwords.upf.edu/precursors-of-language/joint-attentionn/ https://www.cdc.gov/ncbddd/actearly/milestones/index.html
Slide 80		https://developingchild.harvard.edu/resources/inbrief-the-science-of-early-childhood-development/ https://developingchild.harvard.edu/resources/stress-and-resilience-how-toxic-stress-affects-us-and-what-we-can-do-about-it/ 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