

# Come Play With Us! Child Development & Learning



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*Presenters  
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CA CCR&R Network*



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California Child Care Resource & Referral  
**N E T W O R K**

# Icebreaker

What's one thing you find fascinating about child development?



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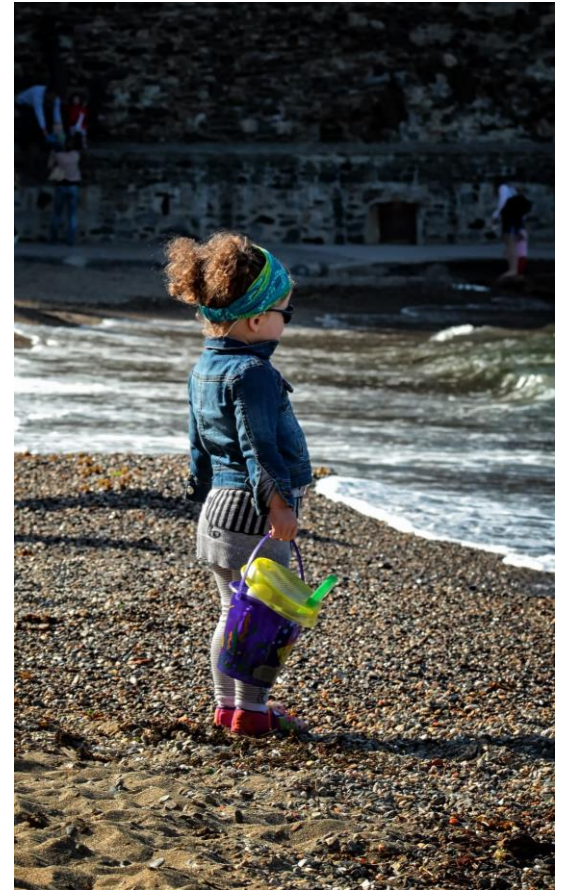
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# Agenda



- Background on Child Learning and Development Module
- Activities
  - Milestones & Domains Trivia
  - Maker Party!
- Takeaways and Survey



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# Focus of Child Development and Learning Module

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- Play
- Relationships & environments matter
- Physical & emotional security
- Children are individuals
- Domains



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A young girl with Down syndrome, wearing a pink shirt, is smiling broadly and holding up her hands. Her hands are covered in colorful paint, with green on the palms and various colors (red, yellow, blue, orange) on the fingers. She is looking directly at the camera with a joyful expression.

# Child Development & Learning: Relationships + Environments



Child development takes place in the context of **relationships and environments**—family, community, and cultural influences matter

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# Child Development & Learning: Unique

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**Each child is unique;**  
an individual who learns  
and develops at their own  
pace, in different ways,  
and usually in a predictable  
sequence.

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A full-body portrait of a woman with long, wavy brown hair, smiling warmly at the camera. She is wearing a white long-sleeved shirt and dark blue jeans. She is holding a baby in her arms. The baby is wearing a white short-sleeved shirt with blue polka dots, white pants, white socks, and brown leather shoes. The baby is laughing with its mouth open. The background is a solid dark brown color.



# Child Development & Learning: Domains

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Learning and development are **integrated** and take place in **all domains**:

- Social-emotional
- Language
- Cognitive
- Perceptual and Motor

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# Paying Attention to Milestones

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- What is a developmental milestone?
- Children experience milestones in a **range** of ages
- Why should family child care providers pay attention to milestones?

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# Milestones & Domains Trivia Game



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# Learning Outcomes

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## Milestones and Domains Trivia

- Participants will be able to **recognize** the importance of paying attention to development, and **identify** resources to track each child's developmental milestones.



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# Instructions

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- Group into teams of 2-4 people
- The “gameshow host” will read the questions
- As a team discuss which answers make the most sense
- Teams will write on their paddles what **age** most children have **reached the milestone by** and the **domain** the milestone falls under
- Hold up your paddles and share your answers with the larger group

# Trivia Question



## Get into a sitting position

Age? Domain?

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Age: By 9 Months    Domain: Perceptual and Motor

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# Milestone



## Can Name Most Familiar Things

Age? Domain?

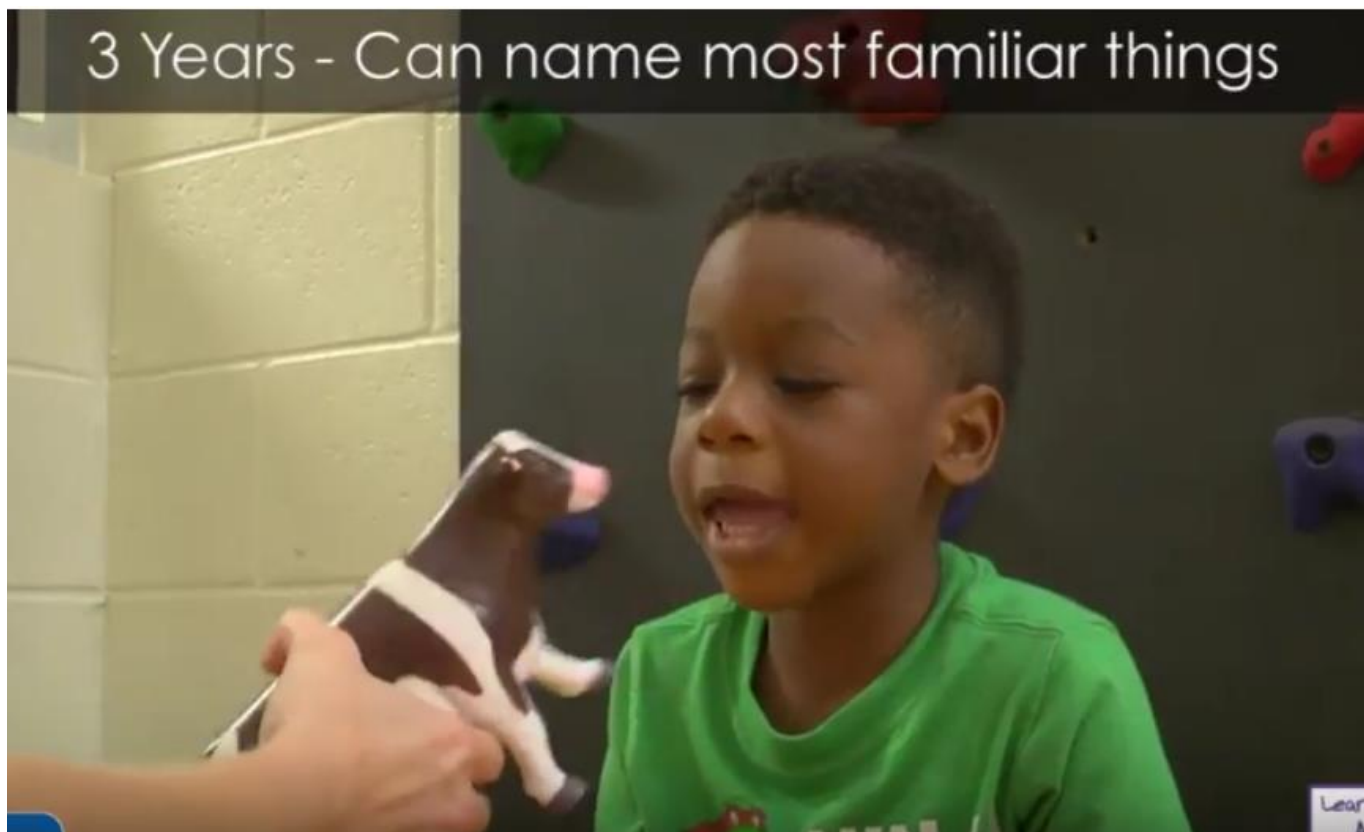
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Age: 3yrs      Domain: Language/Communication

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# Milestone



## Recognizes Familiar People and Things at a Distance

Age? Domain?

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Age: By 4 Months

Domain: Cognitive

4 Months - Recognizes familiar people at a distance



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# Milestone

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Follows Two Step Instructions such as  
“Pick up your shoes and put them in  
the closet”

Age? Domain?

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# Age: By 2 Years     Domain: Cognitive

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# Tour of Resources



- Centers for Disease Control & Prevention (CDC)  
*Learn The Signs, Act Early* website
- [Click Here](#)



# Play Party



**(Lettuce Have Some Fun!)**

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# Learning Outcomes

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## Creative Play Party

- Participants will **recognize** that children's **play** can **integrate learning and growth across developmental domains**. Participants will **identify** how to **communicate** the importance of play to **families**.

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# Creative Play Party Instructions

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- 1. Explore the craft materials available in the baskets**
- 2. Choose materials that you will use to make a gift for another person**
- 3. Focus and Reflect on the domains while you make your craft**

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# Focus and Reflect



- What are you thinking about when you are planning the craft and choosing materials? (**cognitive**)
- What are you doing with your hands and body that allows you to create? (**perceptual/motor**)
- What feelings do you have as you reflect on who you are making the item for? (**social-emotional**)
- How can you practice communicating your process and purpose? (**language/communication**)

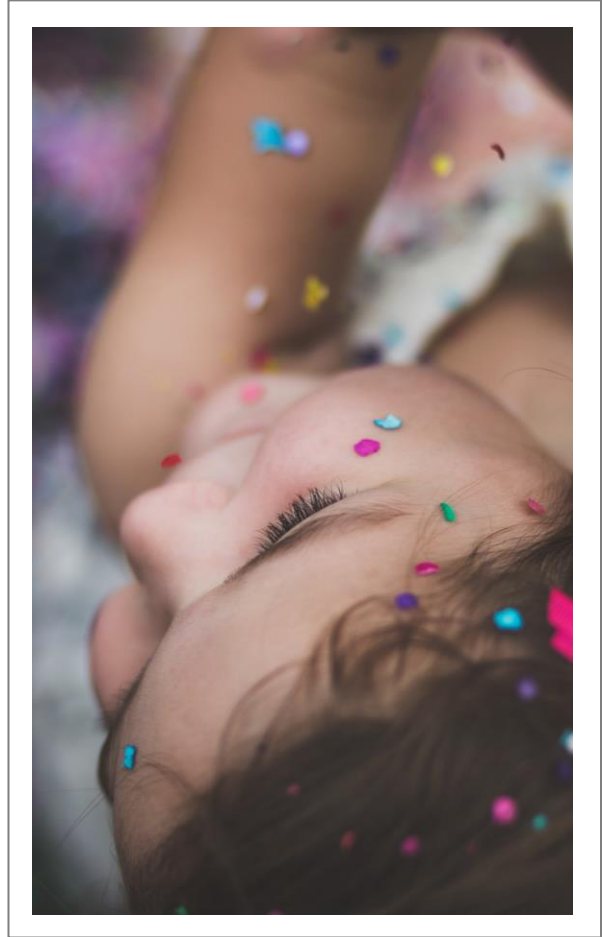
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# After Party!

- How did this activity illustrate integration across domains?
- How could this activity help providers tune-in to children's play?



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# Survey



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Thanks for your contributions!

Please take books!

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**Instructions:** Think of a child in your care, or a child that you know. In the table below circle the types of play you have noticed this child engaging in, then write a few sentences in the blank space on what you could say to the child's family to explain how their child's play is beneficial.

**Examples:**

"Leo has been playing with Chantalle almost every day! They like to play a frog game where they pretend to jump into a pond. Their little legs are getting so strong, and it seems like Leo made a connection with the book we have been reading about amphibians. It's amazing how playing helps them grow!"

"Holly has been doing this thing where she holds her squishy ball and hits it on the floor saying "ba ba ba ba". She is getting really coordinated in grabbing that ball! And she sure is practicing those "b" sounds! Playing is so good for her!"

Type of Play	Examples	Connection with Child Development and Learning
Creative	Dancing, painting, playdough, collage	Allows children to think, plan, explore, practice language and communication, strengthens muscles, express emotions
Games with Rules	Peek-a-boo, turn-taking games, games/play where children make up rules	Helps children learn cooperation and self-control, strengthens relationships, explore social boundaries, practice negotiating
Language	Babbling, repeating sounds, singing, joking, telling stories	Communicates feelings and needs, learns from others, forms ideas about how the world works, foundation for literacy
Physical	Repeating enjoyable motions, manipulating small objects, building/stacking/arranging objects, exploring through movement	Strength, balance, coordination, spatial awareness, understanding of ability, practice agency
Pretend	Using objects to represent other things, pretending to be animals, characters, and machines, playing social roles, dramatic play with friends	Helps children learn cooperation and self-control, form ideas about how the word works, strengthens relationships, explores social boundaries, practice negotiating

### **Cognitive**

What was your thought process as you were making the gift?

How were you planning as you worked?

### **Social and emotional**

Did you notice any emotions while you were making your gift?

How did social interactions impact your experience?

### **Perceptual Motor**

How was your body involved in making the item (hands, eyes, ears, posture)?

How could the process be adapted to accommodate for an injury or difference in the way your body worked?

### **Language and communication**

How was language and communication part of your experience?