

Play Skills and Core Principles
for Positive Outcomes

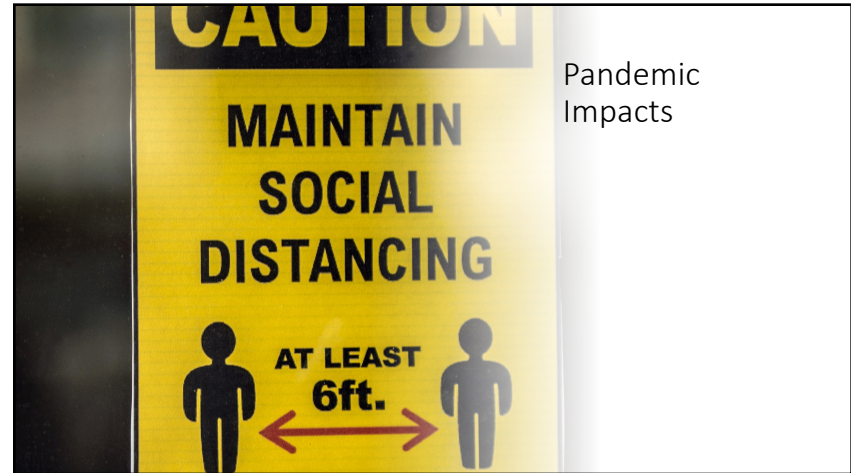
March 14, 2022
EHDI 2022
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CAUTION

**MAINTAIN
SOCIAL
DISTANCING**

**AT LEAST
6ft.**



Pandemic
Impacts

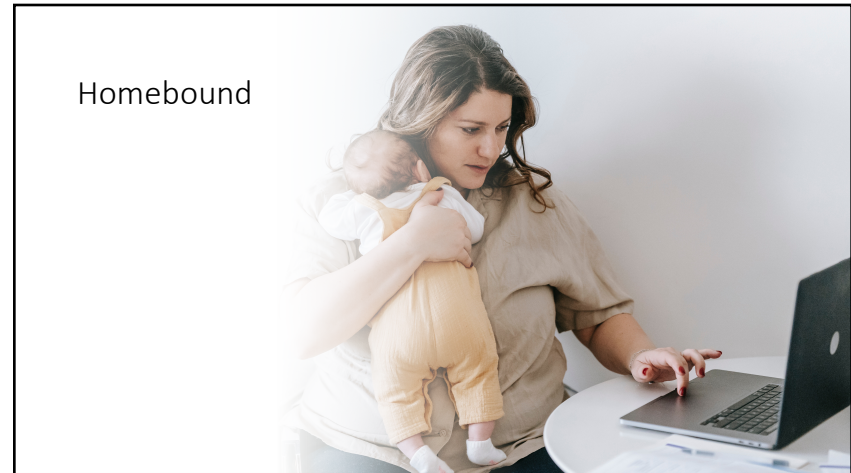
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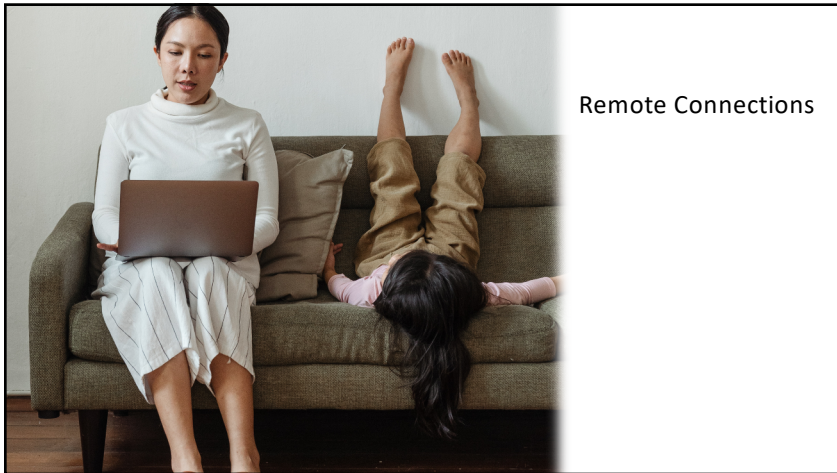
Pandemic
Impacts

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Homebound



4



Remote Connections

5



Returning to School

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Increased Challenges for Young Children:

In a Group/Classroom:

- Participating in a Group/Classroom Community
- Participating in a Variety of Group/Classroom Roles
- Following Established Rules
- Taking Care of Group/Classroom Materials

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Increased Challenges for Young Children:

In Conversation:

- Joint Attention During Interactions
- Addressing Others' Names Before Interactions
- Awareness of Others' Communication Interests
- Listening to Others
- Serve and Return Interactions

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Increased Challenges for Young Children:

In Play:

- Sharing
- Turn-taking
- Resolving Conflicts
- Recognizing Others' Needs
- Self-Regulation (inhibiting impulsive behaviors)

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What Can we do?

- Understand and Facilitate Social/Play Development
https://www.sagepub.com/sites/default/files/upm-binaries/53567_ch_10.pdf
- Understand and Apply Research-based Principles for Improving Outcomes for Children and Families
<https://developingchild.harvard.edu/resources/thes-early-childhood-development-principles-improve-child-family-outcomes/#reduce-stress>

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Play Skills Development: Solitary Play

- Typical age: 0-2 years old
- Child plays alone and is focused on self.

To Facilitate progress, Parents can:

- Position child close to other children.
- Provide self-talk and parallel talk to build vocabulary and language structures.
 - Narrate parent's own play and actions.
 - Narrate child's play and actions.

https://www.sagepub.com/sites/default/files/upm-binaries/53567_ch_10.pdf

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Play Skills Development: Onlooker/Spectator Play

- Typical age: 2-2.5 years old
- Child watches others play, but still plays alone.

To Facilitate progress, Parents can:

- Position child close to other children.
- Provide self-talk and parallel talk to build vocabulary and language structures.
 - Narrate child's play and actions.
 - Narrate parent's own play and actions.
 - Narrate others' play and actions.
- Use Parentese to emphasize words and expressions.

https://www.sagepub.com/sites/default/files/upm-binaries/53567_ch_10.pdf

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Play Skills Development: Parallel Play

- Typical age: 2.5-3 years old
- Child plays close to peers, but still plays alone
- To Facilitate progress, Parents can target:
 - Joint attention with a peer.
 - Awareness of others' perspectives and needs
 - Sharing toys
 - Resolving conflicts
 - Using toys appropriately/taking care of toys

https://www.sagepub.com/sites/default/files/upm-binaries/53567_ch_10.pdf

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Play Skills Development: Associative Play

- Typical age: 3-4 years old
- Children play with brief interactions with peers, without organization
- To Facilitate progress, Parents can target:
 - Playing games with established rules
 - Playing with assigned roles and functions
 - Planning with the child for how they will play together

https://www.sagepub.com/sites/default/files/upm-binaries/53567_ch_10.pdf

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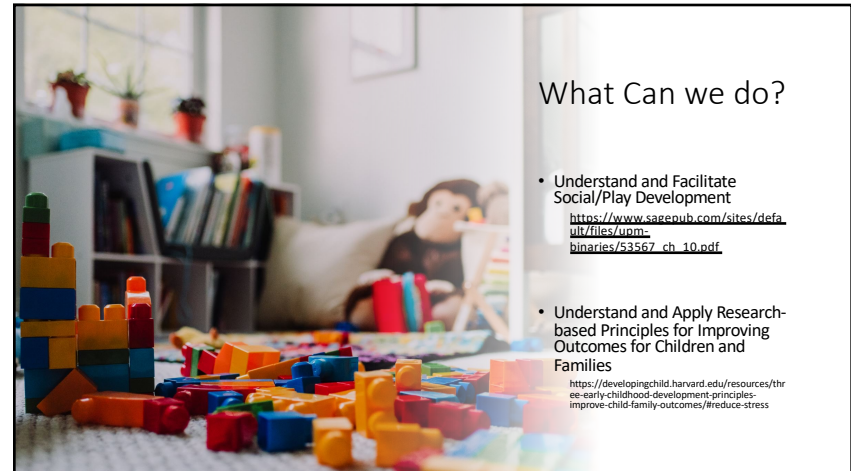


Play Skills Development: Cooperative Play

- Typical age: 4-6 years old
- Children plan together to play with complex roles and functions with established rules
- To Facilitate progress, Parents can target:
 - Monitoring and participating in group discussion
 - Knowing when to say what to whom
 - Learning to recognize and respond to peers' emotions/needs/interests
 - Self-advocating for their own emotions/needs/interests
 - Recognizing and repairing communication breakdowns
 - Notice and respond to social cues

https://www.sagepub.com/sites/default/files/upm-binaries/53567_ch_10.pdf

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Center on the Developing Child
Harvard University

Working paper:
"Three Principles to Improve Outcomes for Children and Families"

The Science Behind the Principles:

"Scientists have discovered that the experiences children have early in life—and the environments in which they have them—not only shape their brain architecture, but also affect whether, how, and when the developmental instructions carried in their genes are expressed across multiple biological systems. This is how the interpersonal relationships young children experience with adult caregivers (within and outside the family) get "inside the body" and influence lifelong learning, behavior, and physical and mental health—for better or for worse. Throughout life, our ability to thrive is affected by our relationships, experiences, and interactions with our physical and built environments..."

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Center on the Developing Child
Harvard University

"Three Principles to Improve Outcomes for Children and Families"

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Center on the Developing Child
Harvard University

"Three Principles to Improve Outcomes for Children and Families"

"Responsive relationships provide the protection needed to prevent very challenging experiences from producing a toxic stress response as well as the scaffolding and modeling that contribute to building core skills."

<https://developingchild.harvard.edu/resources/three-early-childhood-development-principles-improve-child-family-outcomes/#reduce-stress>

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Center on the Developing Child
Harvard University

"Three Principles to Improve Outcomes for Children and Families"

"Reducing sources of stress makes it easier to access and use core skills and frees up time and energy to participate in responsive relationships."

<https://developingchild.harvard.edu/resources/three-early-childhood-development-principles-improve-child-family-outcomes/#reduce-stress>

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Center on the Developing Child
Harvard University

“Three Principles to Improve Outcomes for Children and Families”

“Improving adults’ core skills supports their ability to engage in responsive interactions with the children in their care and to create a more stable environment.”

Science to Policy and Practice
Three Principles to Improve Outcomes for Children and Families
These principles, grounded in science, can guide policymakers and program developers as they design and adapt policies and programs to improve outcomes for children and families.

Support responsive relationships

Reduce Sources of Stress

Strengthen Core Skills

Improving adults’ core skills supports their ability to engage in responsive interactions with the children in their care and to create a more stable environment.

<https://developingchild.harvard.edu/resources/three-early-childhood-development-principles-improve-child-family-outcomes/#reduce-stress>

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Center on the Developing Child
Harvard University

Working paper:
“Three Principles to Improve Outcomes for Children and Families”

The Science Behind the Principles:

“The biology of stress activation explains why significant hardship, threat, or trauma (e.g., from abuse, neglect, extreme poverty, systemic racism, or interpersonal discrimination) can lead to physiological and behavioral disruptions that can have lasting impact. However, not all stress is bad—children need to experience manageable amounts of adversity with help from supportive adults to develop coping skills and healthy stress response systems. But frequent or prolonged experiences that cause excessive stress activation can be toxic to the architecture of children’s developing brains and other biological systems. These experiences can also overload adults’ capacity to engage productively in work, families, and communities. Children whose environment of relationships includes supportive caregivers, extended families, or friends *who are not overly burdened by excessive stress themselves* can be protected from potential harm and develop the building blocks of resilience that lead to healthier and more productive lives.”

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Support Responsive Relationships

Intervention Considerations:

- Parallel Talk/Self Talk
- Serve and Return
- Follow the Child’s Lead

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Strengthen Core Skills

Intervention Considerations:

- Support parents as the child’s most important interventionists/advocates.
- Help parents to set realistic goals in acquiring skills to facilitate their child’s listening and spoken language development.

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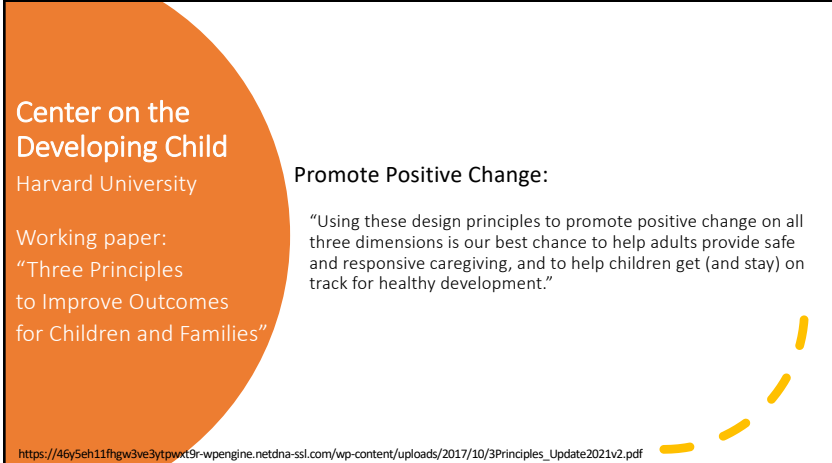
Reduce Sources of Stress

Intervention Considerations:

- Connect families with resources
- Other families with a child who is DHH
- Interdisciplinary Team
- Local and National resources
- Teach children skills to
 - Repair communication breakdowns
 - Self-Advocate

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Promote Positive Change:

Working paper:
“Three Principles to Improve Outcomes for Children and Families”

“Using these design principles to promote positive change on all three dimensions is our best chance to help adults provide safe and responsive caregiving, and to help children get (and stay) on track for healthy development.”

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Together



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Sources:

- Center on the Developing Child, Harvard University
- <https://developingchild.harvard.edu/resources/three-early-childhood-development-principles-improve-child-family-outcomes/#reduce-stress>
- <https://developingchild.harvard.edu/science/key-concepts/serve-and-return/>
- Hear To Learn, Utah State University
- <http://heartolearn.org/index.html>
- Hearing First
- <https://www.hearingfirst.org>
- <https://www.hearingfirst.org/b/blog/posts/serve-and-return>
- Additional Source:
- https://www.sagepub.com/sites/default/files/upm-binaries/53567_ch_10.pdf