

Growing Together: Understanding and Supporting Early Childhood Development

Foundations of Early Development: Motor and Language

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What is your question???

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A graphic illustrating the iceberg metaphor. A small, snow-capped mountain peak is visible above a horizontal line representing the water surface. Below this line, a much larger, jagged, and translucent blue structure representing the submerged part of the iceberg extends deep into the water. The background is a clear blue sky with a few wispy clouds. The text 'THE TIP' is overlaid on the image, with 'THE' in a smaller font above 'TIP', which is in a large, bold, white font. The word 'TIP' is positioned such that its top part is above the water line and its bottom part is below it, visually connecting the visible tip of the iceberg to the text.

THE
TIP

OF THE

ICEBERG

Our Approach: Think–Feel–Do



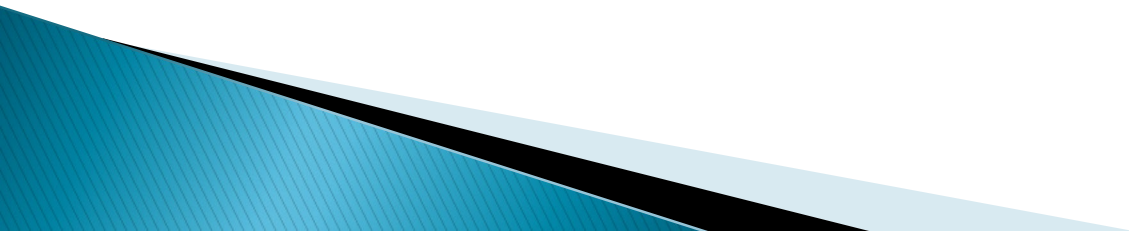
Every child is like all other children,
some other children, and no other
children.



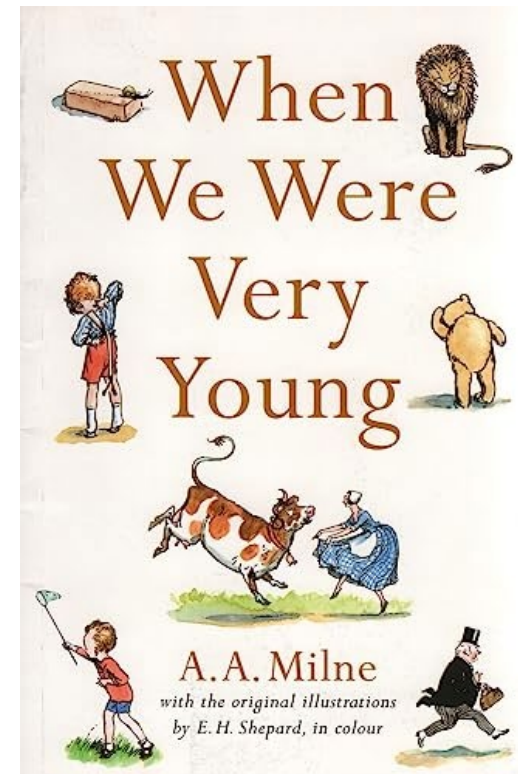
A person is a person through other persons.
None of us comes into the world fully formed.
We would not know how to think, or walk, or
speak, or behave as human beings unless we
learned it from other human beings. We need
other human beings in order to be human. I
am because other people are.

Archbishop Desmond Tutu

Childhood shows the man as
morning shows the day - Milton



We have all gone through at least some of the process and have watched our or other children go through it. Development takes place before we know it has happened. *What those of us who have studied, observed, and worked with children have been able to do is give words and descriptions to the seasons and stories of our lives.*



For Reflection

What has been your story?

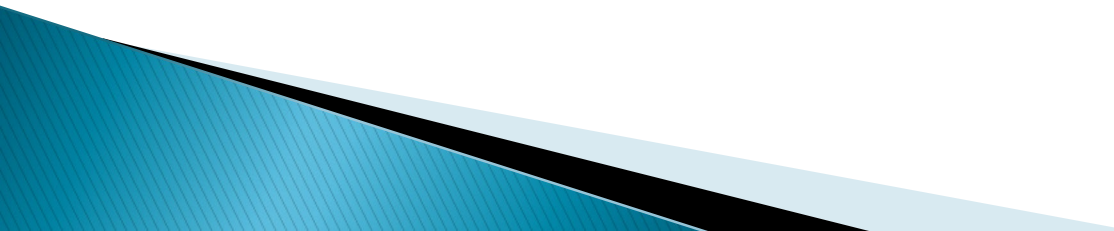
If you work with or have a child, how is their story unfolding?

What is shaping that story?

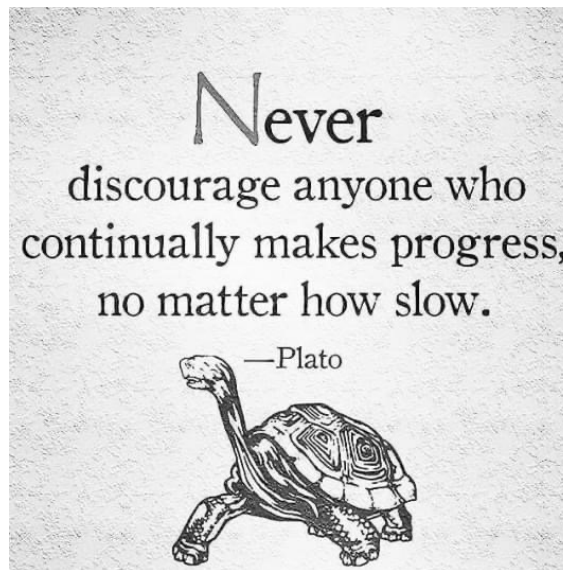


What is Development?

Development is the pattern of movement or change that begins at conception and continues through the life span.

- ▶ **How does change occur?**
 - ▶ **What causes change?**
 - ▶ **Do we all change the same way and to the same end?**
- 

- ▶ It is essential to remember that milestones are just general guidelines – they are not a checklist – and that all children differ in how they develop. Children may have strong skills in one area but may need more support in others. **All children need support no matter how their journey goes as they go through these milestones.**



Development as Cascades



Essential for Development

- Agency
- Connection
- Competence

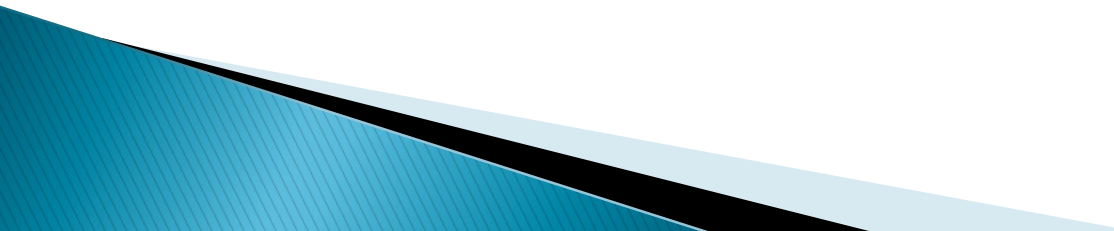


What Surrounds Us Shapes Us

We need to consider the influence on the person's development of changes and continuities over time in the environments in which the person is living.

- ▶ <https://developingchild.harvard.edu/resources/infographics/place-matters-what-surrounds-us-shapes-us/>

How you doin'?

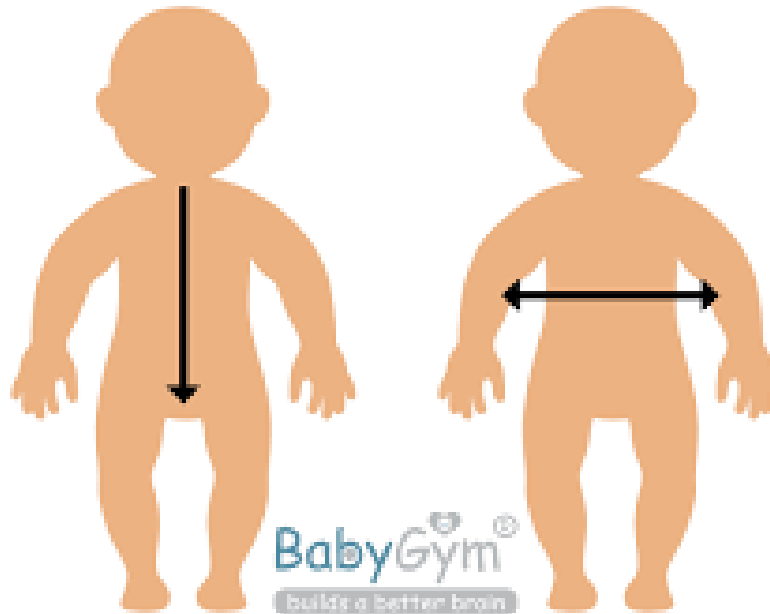
- ▶ Time to check in...
 - ▶ In the chat, tell us if you have a burning question about development that we have not yet addressed
 - ▶ Thoughts, feelings, do we need to clarify anything?
- 

Considerations for Physical Development

A Child's Physical Development



Head to toe/Inside out



Perceptual Motor Development

Fine Motor

(finger/hand strength & dexterity)

Zippering, buttoning, tying, twisting, turning,
pouring
cutting, holding & printing, tracing, painting,
inserting

Gross Motor (large muscles)

Walking

Walking, throwing, catching, balancing, hopping,
jumping, leaping, running, galloping, skipping,
climbing, crawling, creeping, scooting using
wheeled vehicles

Locomotor

Run, jump, hop,
skip, walk
(movement that
“motors” you
around)

Non-locomotor

Bend, stretch, squat
(movement done in
one place)

Motor Skill Categories

Body Awareness

Capacity to discriminate among parts of body & to understand how body works...what various parts can do

Activities

Naming, pointing, identifying, moving, & performing tasks using body parts

Spatial Awareness

Orienting oneself in space, understanding how much space one's body occupies & how to locate oneself & objects in space

Activities

Moving, exploring, locating, comparing, & identifying using walking, running, catching, rolling, & going through tunnels & mazes

Directional Awareness

Directionality & laterality, understanding location & direction as it relates to position of one's body (I.e., left, right, up, down, front, back)

Activities

Moving, stationing, pointing, identifying, & imitating using body objects & apparatuses

Temporal Awareness

Relation b/w body & time, relates to physical coordination, rhythm, synchrony, & sequencing

Activities

Walking, bounding, & clapping using balance beams & boards, trampoline, & spring boards

Integrated & Expressive Activities

Integration activities

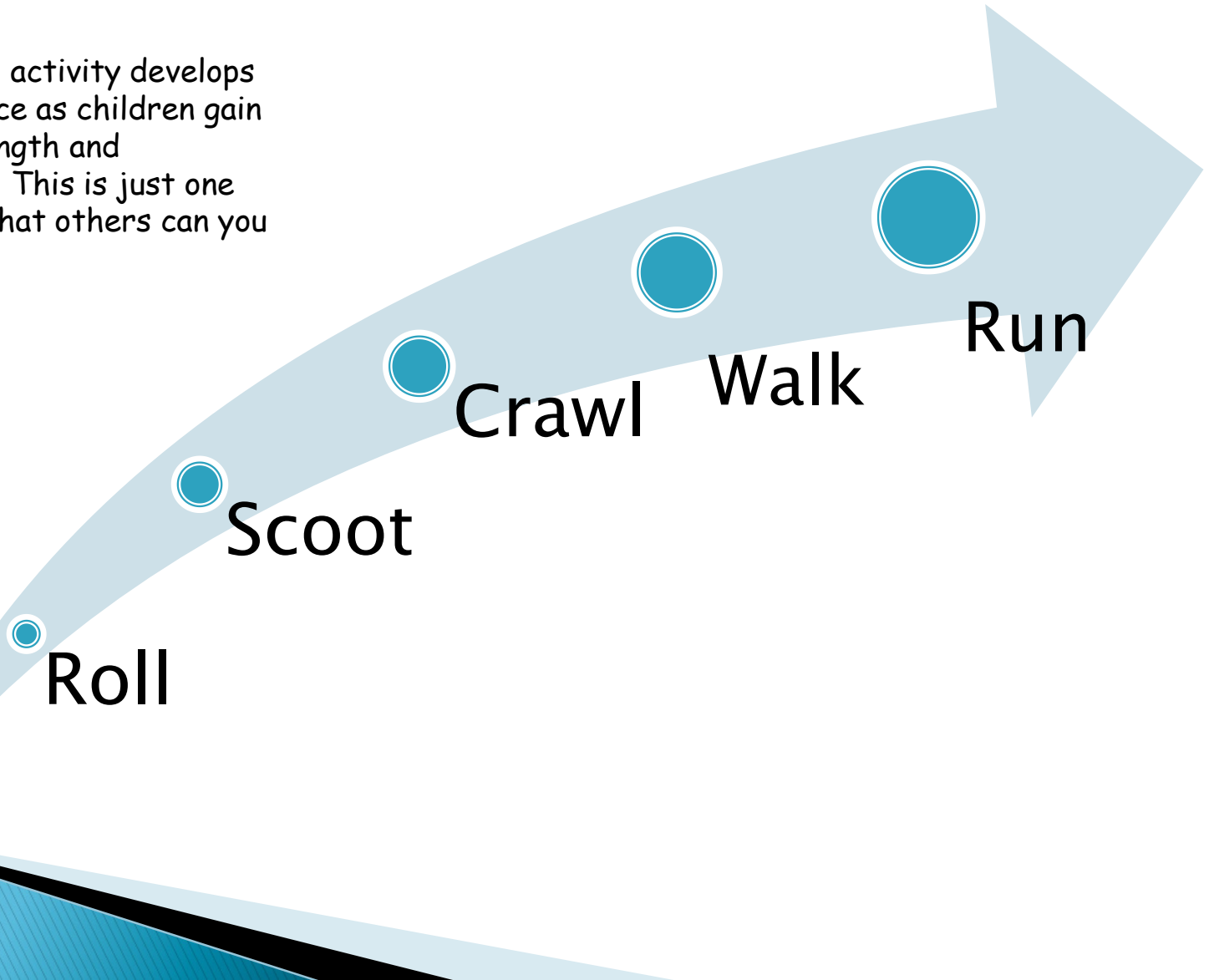
Hitting moving ball, tracking moving objects, matching visual & motor responses, responding to auditory signals

Expressive activities

Working w/ art, music, dance, & dramatic play

Developmental Sequences

All physical activity develops in a sequence as children gain motor strength and endurance. This is just one example...what others can you think of?

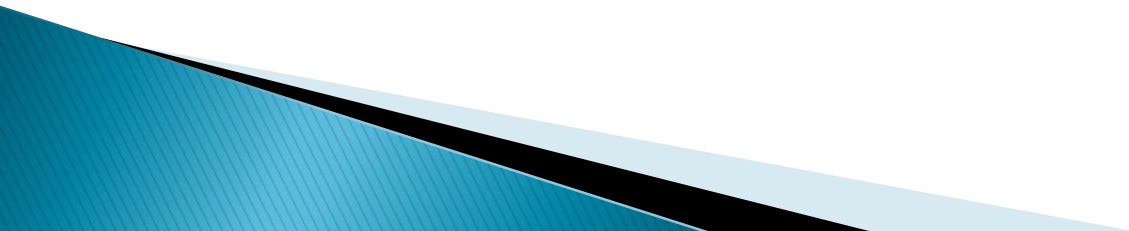


Supporting Development

- ▶ Baby and the Boot

Physical Activity and the Brain

- ▶ Learning Environments



Brain Break



While doing a few stretches in your chair reflect on the following...maybe put it on that handy dandy piece of paper we asked you to get out....

Brain Architecture –Fun Facts

- ▶ Early childhood experiences exert a dramatic impact and physically determine brain architecture -- how the brain is "wired."
- ▶ At birth, a child has 100 billion brain cells (neurons) and 50 trillion connections (synapses).
- ▶ In the first months of life, the number of synapses increases 20 times to more than 1,000 trillion synapses.
- ▶ A three-year-old child has twice as many connections as an adult. And 90% of brain growth happens before kindergarten.
- ▶ For more info see <https://developingchild.harvard.edu/key-concept/brain-architecture/>

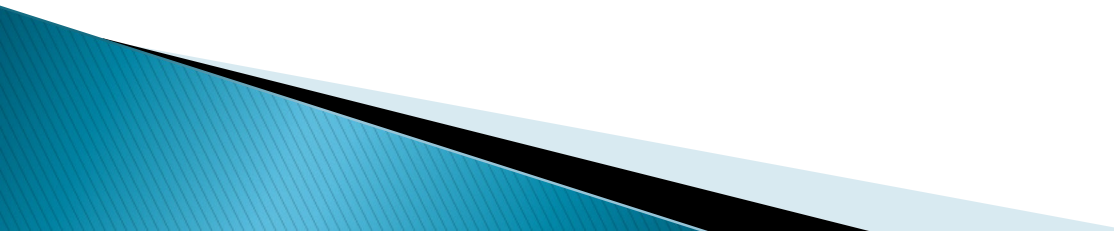
Connections to other domains

- ▶ Child teacher drum video

Considerations for Language Development

Did you know that the number of words a child hears each day may be the single most important predictor of later intelligence, school success, and social competence?

The Three R's of Language Development

- ▶ Relationships
 - ▶ Relationships
 - ▶ Relationships
- 

Considerations for Language Development

Sound intake

Sound reproduction

Mimicking

Mouth movements

Access to language in all its forms

Reciprocal interactions with others

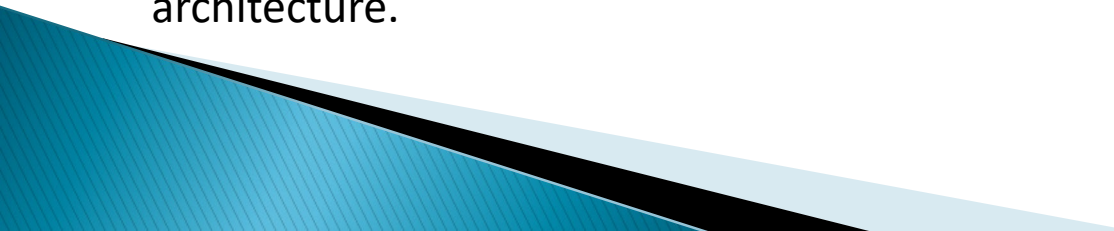
Man engaging with baby

▶ CDC Milestones



Serve and Return

▶ Serve & Return in Early Childhood Video

- **Serve and return** is one of the most important forms of child and adult interaction. It occurs when a parent, teacher or caregiver is responsive to a child's verbal cues and actions.
 - By providing positive feedback via eye contact, sound, words, and physical interaction, the adult helps spark the child's interest and enthusiasm in practicing things like speech, language and social learning.
 - Without active serve and return engagement, children can lose interest in these activities, potentially undermining the development of fundamental brain architecture.
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Language & Literacy from Your Lens

- ▶ What does language and literacy look like for children in your community / in your work?



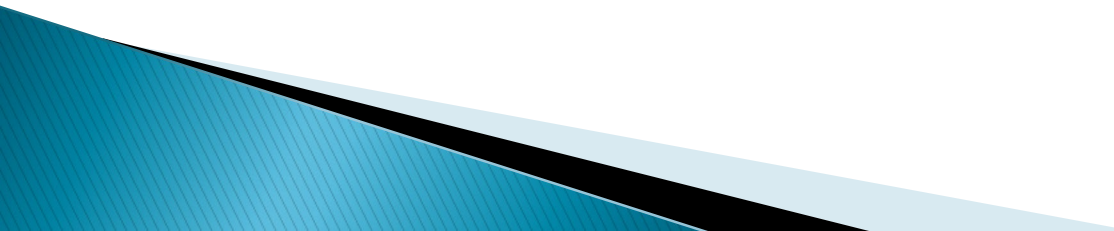
Elevating the Status of Play

- ▶ “They just play”

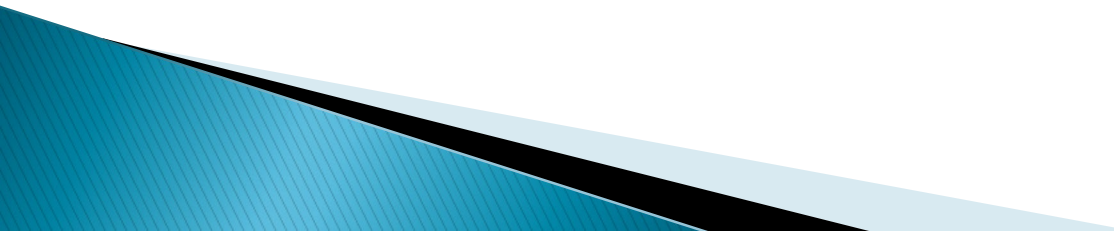
but remember...

*“Play is the work of the child”
Maria Montessori*

Learning is active,
social, interactive, and
occurs everywhere!



Call to Action

- ▶ We want you to feel connected, empowered, valued, respect, challenged and supported.
 - ▶ Today I learned...
 - ▶ Today I felt....
 - ▶ This learning matters because...
- 

For Next Time: What is Your View of the Child?

- Make a list of your beliefs and values related to children, family and education?
- What are three things you are doing now in your own program or home that are consistent with your views and values about children?

