

- <https://www.youtube.com/watch?v=Rlwl8Jz2KU0>

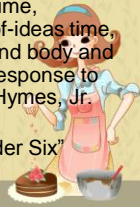


A Recipe for Play Across a Day



What they're saying about play?

- "Play for young children is not a recreation activity...It is not leisure-time activity nor escape activity...Play is thinking time for young children. It is language time. Problem solving time, investigating time. It is organization-of-ideas time, when the young child uses his mind and body and his social skills and all his powers in response to the stimuli he has met." James L Hymes, Jr. (1968)
- "Teaching the Child Under Six"



Play
NUTRITION FACTS

Serving Size:

Benefits:

Ingredients:



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Play
NUTRITION FACTS

Serving Size: No set of guidelines

Benefits:

Ingredients:



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Play
NUTRITION FACTS

Serving Size: No set of guidelines

Benefits: Central to child development

Ingredients:



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Play NUTRITION FACTS

Serving Size: No set of guidelines

Benefits: Central to child development

Ingredients: Self chosen, means more important than the ends, structure/rules, imaginative, frame of mind



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Nourishes Learning

• Engaged, meaningful and active=Play



• Nice Kids Finish First: Study Finds Social Skills Can Predict Future Success

• http://www.youtube.com/watch?v=h1O_rBLPU&feature=relmfu



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Choking Hazards



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Choking Hazards



Choking Hazards



Choking Hazards



Choking Hazards



Choking Hazards



Choking Hazards



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Daily Allowances

Environment

- Lots of time to explore and PLAY in a variety of ways


Loving Parent/Caregiver

- Follow the child's lead
- Respect their individual style of play
- Join in their play
- Be their coach
- Be responsive



Digital Additives

- The AAP first provided guidance on media use for children under the age of 2 in 1999.
- The AAP policy statement "Media Use by Children Younger Than Two Years" was released in October 2011



Digital Additives

- The AAP policy statement “Children, Adolescents, and the Media” 2013
- NOT a leading cause of any major health problem
- EVIDENCE can contribute substantially to many different risks and health problems
- HOWEVER.....



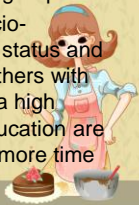
Media Nutrition Facts

- Media Literacy
- Pro-social Uses
- Enhance Knowledge
- Enhance Connectedness



Current Daily Allowances

- Peacekeeper
- Safe activity
- Educational
- Equal access to media among different socio-economic groups
- Lower socio-economic status and single mothers with less than a high school education are spending more time



Media Menu Super Sized

- Average 8-10 year old spends 8 hours a day



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Media Menu Super Sized

- Average 8-10 year old spends 8 hours a day
- Teenagers spend >11 hours



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- 71% children & teenagers have a TV in the bedroom



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- Spending more time with media than they do in school



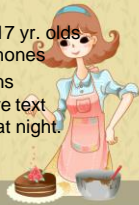
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- 75% 12 to 17 yr. olds have cell phones



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- Spending more time with media than they do in school (leading activity other than sleeping).
- 84% children/teens have internet access
- 1/3 have internet access in their bedroom
- Spending more time with media than they do in school
- 75% 12 to 17 yr. olds have cell phones
- 60% of teens send/receive text messages at night.



“Retro Baby”

One hour of TV=770 less words

words heard directly impacts vocabulary at age 3

Size of vocab at age 3 yrs. predicts language skills at 9-10 yrs.



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Diet Recommendations

- Limit amount of total entertainment screen time to <1-2 hours per day



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- Discourage screen media exposure for children <2 years old



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- Co-view TV, movies, and videos



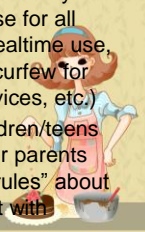
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- Co-view TV, movies, and videos
- Establish a family plan for use for all media (mealtime use, bedtime, curfew for media devices, etc.)
- 2/3 of children/teens report their parents have "no rules" about time spent with media.



Toys NUTRITION FACTS

Serving Size:

Ingredients:



Toys NUTRITION FACTS

Serving Size: 90% of children's play in the U.S. is around a toy

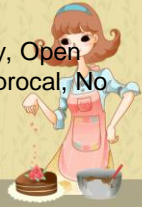
Ingredients:



Toys NUTRITION FACTS

Serving Size: 90% of children's play in the U.S. is around a toy

Ingredients: Basic is better, Sturdy, Open ended, Familiar Experience, Reciprocal, No batteries, Classic



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TIMPANI toy study



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Toy Box Winners

- 2014- Paint/Cars
- 2013-Magna Tiles/Wooden train set
- 2012-Duplo Blocks
- 2011-Tinkertoy Construction set
- 2010-Wooden vehicles & traffic signs



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Quiz Time

TRUE OR FALSE
RESEARCH FINDS FLASHCARDS, EDUCATIONAL
COMPUTER GAMES, AND "BRAIN DEVELOPMENT" VIDEOS
ACTUALLY ACCELERATE YOUNG CHILDREN'S LEARNING?



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Answer: FALSE



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Nutritious Ingredients
Good toys for young children
by age and stage

<http://www.naeyc.org/toys>



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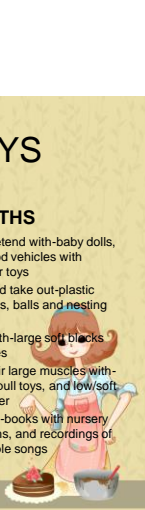
Wholesome TOYS

BIRTH TO 6 MONTHS

- Things they can reach for, hold, suck on, shake, make noise with-rattles, large rings, squeeze toys, teething rings, squeeze toys, teething toys, soft dolls, textured balls, and vinyl/board books
- Things to listen to-books with nursery rhymes and poems, and lullabies and simple songs
- Things to look at-pictures of faces and unbreakable mirrors

7 TO 12 MONTHS

- Things to play pretend with-baby dolls, puppets, and wood vehicles with wheels, and water toys
- Things to drop and take out-plastic bowls, large beads, balls and nesting toys
- Things to build with-large soft blocks and wooden cubes
- Things to use their large muscles with-large balls, push/pull toys, and low/soft things to crawl over
- Things to listen to-books with nursery rhymes and poems, and recordings of lullabies and simple songs



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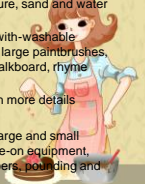
Wholesome TOYS

1-YEAR-OLDS

- Board books with simple illustrations or photographs of real objects
- Recordings with songs, rhymes, simple stories, and pictures
- Things to create with-wide non-toxic, washable markers, crayons, and large paper
- Things to pretend with-toy phones, dolls and doll beds, baby carriages and strollers, dress-up accessories, plastic animals, "realistic" vehicles
- Thing to build with (heavy cardboard blocks, wooden blocks)
- Things for using large and small muscles-puzzles, large pegboards, toys with parts that do things

2-YEAR-OLDS

- Things for solving problems-wood puzzles, blocks that fit together, objects to sort, things with hooks, buttons and snaps
- Things for pretending and building (child-sized furniture, sand and water toys)
- Things to create with-washable crayons/markers, large paintbrushes, blunt scissors, chalkboard, rhyme instruments
- Picture books with more details
- Music
- Things for using large and small muscles-balls, ride-on equipment, tunnels, low climbers, pounding and hammering toys



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Wholesome TOYS- 3-YEAR OLDS

- Puzzles (12-20 pieces)
- Many blocks for more complex structures
- Transportation toys
- Dolls with accessories
- Puppets and simple theaters
- Sand and water play toys
- Crayons, markers, finger-paint, play dough

- Paper-glue, scraps
- Instruments & music
- Picture books with more words
- Balls, bats, targets
- Tricycles
- Wagons, wheelbarrows
- Child-sized furniture and sets
- Taller climbers



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Quiz Time

TRUE OR FALSE
PARENTS OFFER THEIR CHILDREN TOYS BASED ON THEIR
CHILD'S GENDER?



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Answer: TRUE




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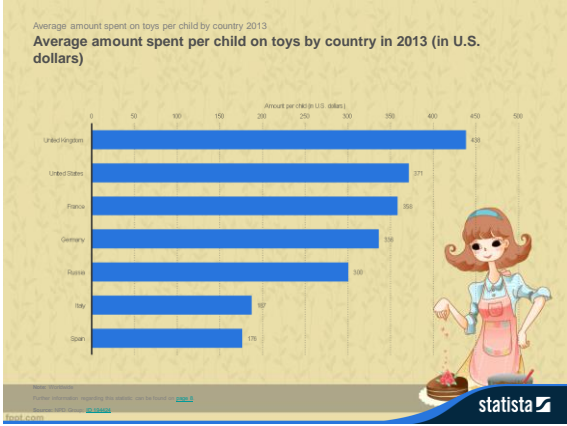
Quiz Time

IN 2013, DATA INDICATED FAMILIES IN THE U.S. SPENT AN
AVERAGE OF HOW MUCH ON TOYS PER CHILD?

- A) \$300-400
- B) \$100-200
- C) \$500-700
- D) LESS THAN \$100



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NOISY Toys

- ASHA recommends simply, “Before purchasing a new toy, listen to it. If the toy sounds loud, don’t buy it.”
- Some toys are so loud that they can cause hearing damage in children. Some toy sirens and squeaky rubber toys can emit sounds of 90 dB, as loud as a lawn mower.

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Toys a child doesn't need...

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Toys a child doesn't need...

- Toys advertised to make a baby smarter



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Toys a child doesn't need...

- Toys advertised to make a baby smarter
- Toys with lots of beeping and flashing that might be initially entertaining, but are less effective tools for learning



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Toys a child doesn't need...

- Toys advertised to make a baby smarter
- Toys with lots of beeping and flashing that might be initially entertaining, but are less effective tools for learning
- Academic experiences that require memorization and drills



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Quiz Time

TRUE OR FALSE
AN 18 MONTH OLD CAN BE EXPECTED TO SHARE TOYS
DURING A PLAY DATE?



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Answer: FALSE



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Birth to 3 months

2 month old



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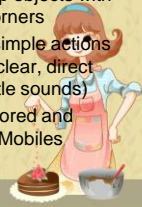
Play-Birth to 3 months

Birth to 3 months

- Reflexive activity-kicking, arm movements
- Explore with eyes and ears
- Vibrant colors (yellow & red)
- High Contrast
- Prefer Faces
- Reflexive grasp-mouth
- Begin to swipe

Play

- Soft, lightweight, washable
- Easy-to-grip objects with rounded corners
- Toys with simple actions produce a clear, direct effect (gentle sounds)
- Brightly colored and patterned (Mobiles, mirrors)



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4 months to 7 months

6 month old



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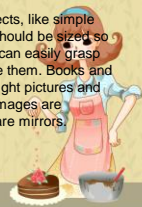
Play-4 through 7 months

4 to 7 months

- Distance vision is more mature(track moving objects smoothly)
- Bright colors, contrasts and complex patterns
- By 5 months of age, children can roll onto their backs and push up onto their hands and knees
- At 6 to 7 months, children are sitting independently, visual capacities for grasping objects or bringing objects to midline for exploration.
- transfer an object from hand to hand
- mouth objects
- beginning to understand object permanence

Play

- Washable toys
- Soft, lightweight, rounded, and textured toys that make gentle sounds.
- Hand-held objects, like simple musical toys, should be sized so these children can easily grasp and manipulate them. Books and images with bright pictures and high-contrast images are appealing, as are mirrors.



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10 month old



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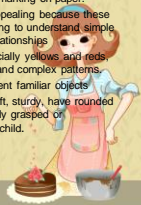
Play-8 through 11 months

8-11 months

- Becoming increasingly mobile.
- Crawl forward and backward.
- Pull themselves into a standing position
- Walk with support (for example, along furniture)
- Stand momentarily without support, and complete a couple of unassisted steps
- Begin to climb
- Explore objects in many different ways such as: grasping, shaking, squeezing, throwing, dropping, passing from hand to hand, and banging.
- Understand simple words related to their immediate context, and need repetition and reinforcement of the words they hear.

Play

- Dumping items out of a container, putting them back in, and then repeating the process
- repeat pleasurable actions often
- show an interest in marking on paper.
- Sensory toys are appealing because these children are beginning to understand simple cause-and-effect relationships
- Bright colors, especially yellows and reds and high contrasts and complex patterns.
- Pictures that represent familiar objects
- Suitable toys are soft, sturdy, have rounded edges, and are easily grasped or manipulated by the child.



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15 month old



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Play-12 through 18 months

12 to 18 months

- Walk without support, still unsteady
- Want to explore everything
- Gaining confidence as climbers
- Sing to themselves and will move their bodies to music
- Can manipulate toys that require simple twisting, turning, sliding, and cranking
- Explore cause-and-effect relationships
- Enjoy pressing, pushing, pulling, rolling, pounding, beating, clanging, fitting, stacking, marking, scribbling, carrying, and poking their fingers into objects.
- Recognize the names of familiar people, objects, pictures, and body parts

Play

- Imitate common actions they see - such as talking on the phone, "drinking" from a bottle or cup, or putting on a hat - but only in brief, sporadic episodes
- Simple toys that encourage pretend play, such as dress-up materials, dolls, stuffed animals, and small vehicle toys, blocks, books, music are appropriate.



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20 month old



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Play-19 to 23 months

19 to 23 months

- Stable at walking
- Balancing, jumping, and running
- Climb furniture without assistance, walk up and down stairs with assistance by end may kick a ball
- Pick up and manipulate much smaller objects
- Like to sort objects, often grouping them into two categories, and can now fit together simple objects can match angles
- Representational and symbolic thinking emerges during this time frame, and children understand that some toys represent other objects
- Can use simple phrases
- Social play can now communicate with and play alongside each other.

Play

- pull a toy behind them while walking
- Representational art
- Rudimentary pretend and role-play emerge pretend to be asleep
- As they approach 2 years of age, they may make dolls or stuffed animals assume roles, expecting them to eat pretend food.
- Toys with low to moderate cause-and-effect features - such as those with push buttons or pull cords that cause actions or sounds - Simple remote controls are also usable.
- Can help dress or undress themselves



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2 year old



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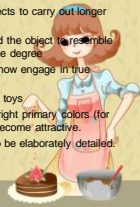
Play-2 Years

2 Year Olds

- Pretend play is established
- Pictures can depict pretend objects
- Scribbles gradually become more representational still more interested in the process than the product.
- They become increasingly interested in color variations and using simple art materials.
- Begin to show an interest in television and television characters
- They often want to know "why?"
- Like to dance, twirl, and gallop to music.
- Can kick and throw a ball.
- Simple screwing actions
- Simple one- or two-turn wind-up

Play

- Perform social roles like mommy, daddy, or baby.
- Role taking becomes a bigger part of social pretend play, and pretend play becomes more elaborate
- use a variety of objects to carry out longer episodes.
- These children need the object to resemble the real item to some degree
- Two-year-olds can now engage in true construction play
- Enjoy more realistic toys
- Colors other than bright primary colors (for example, pastels) become attractive.
- Toys do not need to be elaborately detailed.



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3 year old



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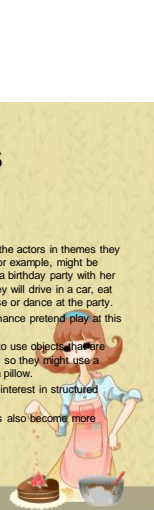
Play- 3 Years

3 Year Olds

- Time of peak pretend play
- progress considerably in their gross-motor skills (tiptoe, balance on one foot, hop, climb and slide on play structures, kick or catch a ball, and throw and aim at short distances.
- Fine-motor skills to take on the challenge of more complex construction play, piecing together smaller puzzle pieces, cutting, pasting, and other art activities. They start using lines to represent boundaries; this fosters the ability to draw people.

Play

- Replica objects as the actors in themes they sequence. A doll, for example, might be prepared to attend a birthday party with her doll friends, and they will drive in a car, eat food, and play chase or dance at the party.
- Realistic props, enhance pretend play at this age
- Children also start to use objects that are unlike the real item, so they might use a shoe to represent a pillow.
- They show greater interest in structured games.
- Gender preferences also become more evident.



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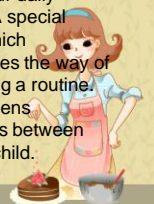
Cooking Instructions

Routines

- Those repeated and predictable events that occur each day. Waking up, diapering, dressing, feeding, playing, bath time, bedtime are all typical daily routines.

Rituals

- Those special actions that help up navigate, and enhance our daily routines. A special practice which individualizes the way of approaching a routine. Often deepens connections between caregiver-child.



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Verbal Rituals

How do verbal rituals support language development?


- Repeated
- Predictable
- Link words meanings to objects and events
- Same sequence of events
- May increase “staying-power”-anticipation
- Anticipate-Wait-Imitate



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Building Verbal Imitation
 Laura Mize M.S., CCC-SLP
 "Teach Me To Talk: Building Verbal Imitation in Toddlers"

- Imitate Actions/object
- Imitate Movements/Gestures
- Imitate Nonverbal Actions with face
- Imitate Vocalization in play
- Exclamatory Words
- Automatic/Verbal Routines
- Functional Words



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GOOD MORNING!!!
 Ingredients needed:
 Child
 Caregiver

- Sing a song
- Widen eyes
- Big open mouth
- Smiles
- Kiss
- Hug
- Pick Up gesture
- Parentese voicing
- Fake snoring
- Yawn
- Sigh
- Peek a Boo
- Call for Mama/Dada



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DIAPERING
 Ingredients needed:
 Child
 Caregiver
 Diaper
 Changing area
 Wipe
 Clean diaper

- Pulling off a sock
- Body Parts
- Raspberry noises
- Exclamatory Words
- Hold nose
- Clapping
- Raise arms
- Gimme 5
- Body part song/game
- Early Signs: all done, help, wash, shoes, socks



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MEAL Prep

Ingredients needed:
 Food
 Dish
 Utensil
 Seated position

- Pat an over turned pan and say, "Pat, pat, pat."
- Stack overturned bowls or cup and say, "up, up, up."
- Stir with a spoon and say, "stir or help."
- Sort (spoons/cups,)
- Transfer from one container to another.
- Concepts open/close,
- Pretend food (blow on food, eat)
- Play sounds in cooking
- Naming



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Meal time

Ingredients needed:
 Seated area
 Food
 Dish
 Utensil

- Imitation with objects wipe tray, tap tray
- Want up-gesture
- Shake and model yes/no head nod
- Open and close mouth to pretend to eat
- Blow on food
- Model yummy, opps, mmm
- Fill in words...
- Find mama, dada
- Imitate words related to food




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LAP TIME BOOK SHARING

Ingredients needed:
 Time
 Cozy area
 Books

- Hold book
- Turn pages
- Pat, tickle, pet, knock, tap on a picture
- Shake a finger at a character
- Blow kisses/give kisses to a character
- Model facial expressions/exaggerate
- Vocalize a sound to match a picture (slurp, yawn, sigh, etc.)
- Cover/uncover picture w/hand and say, "Boo!"
- Read the book



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PLAY TIME

- Cars, trucks planes
- Farm animals
- Mr. potato head
- Bubbles
- Baby Dolls



TRAVEL

Ingredients needed:
 Vehicle
 Car Seat

- Arms up
- Try to latch
- Give a kiss
- Shake an attached toy
- Driving Steering gestures
- Beep horn gesture
- Motor noise
- Raspberry noise
- Name same places/events
- Listen to music
- Sing songs



Other Routines

- Community Outings
- Outdoor Activities
- Household Chores



Special Ingredients

- Mix in laughter
- Add a dash of color
- Don't set a timer
- Sauté with love



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