

## **Part 1:**

*Role of play in early childhood development*

## **Part 2:**

*Significance of language stimulation in early childhood*

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**Research**

**Clinical Care**

**Education**

# Current Concerns

## APA Monitor: September 2009

### Identifies Contemporary concerns:

- decreases in recess and free time
- Result of societal fears of “falling behind”

### Report: March 2009

### “Crisis in the Kindergarten: Why children need to play in school”

Based on research in NY and LA:

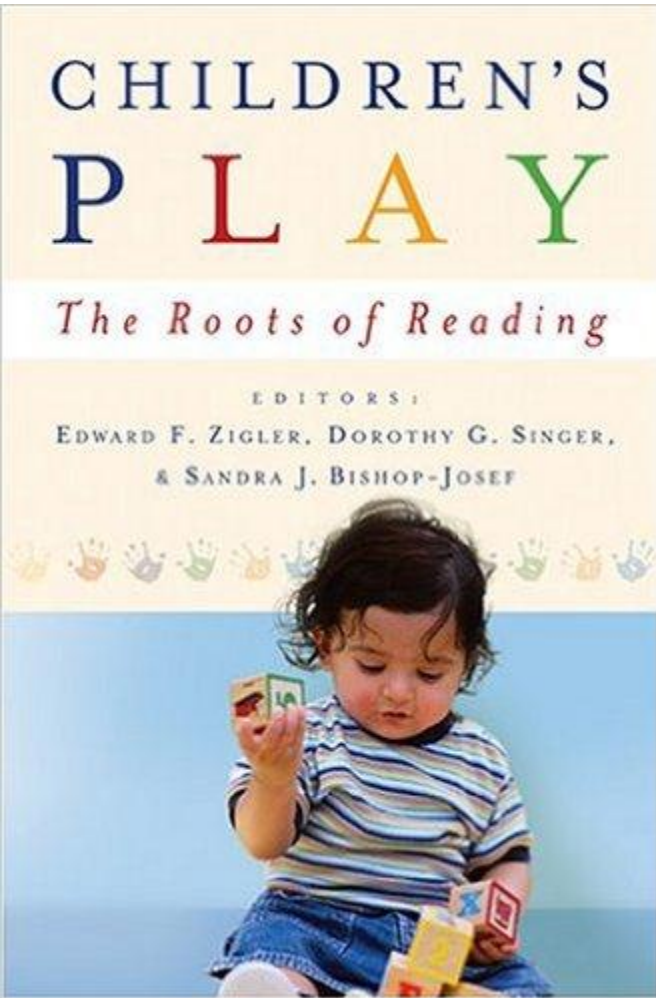
2-3 hours per day of:  
literacy; math instruction; testing  
Less than 30 minutes per day  
for play or choice time

Cites David Elkind and Kathy Hirsch-Pasek

**Play as important for creativity,  
critical thinking, and ability to learn  
from failure**



# Importance of Play



**Contributes to  
School Readiness:**

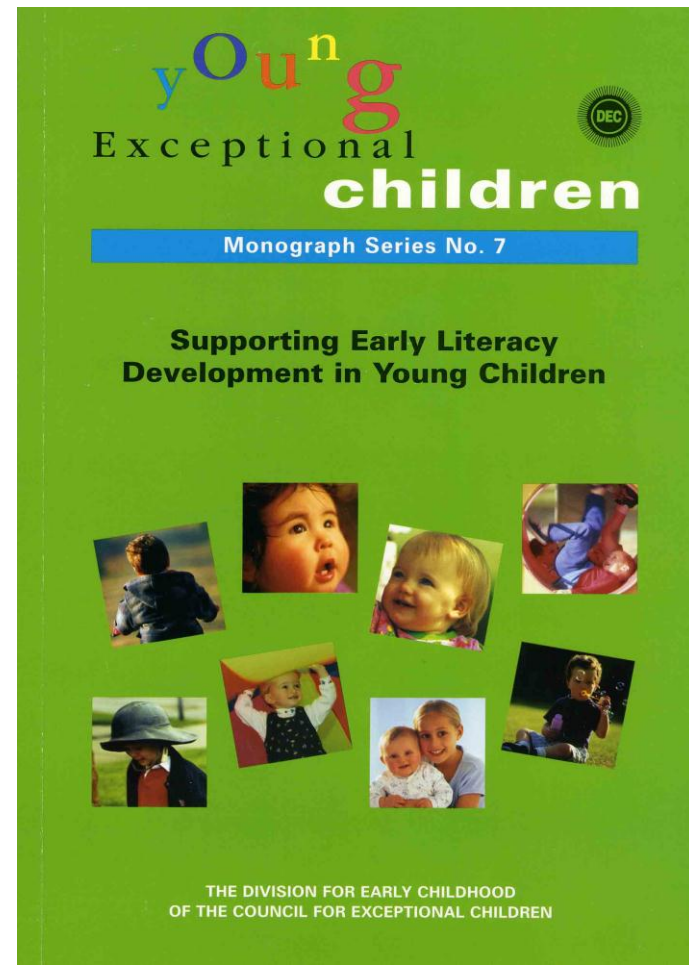
**Critical thinking**

**Social competence**

**Roots of reading**

**Language  
development**

**Self-regulation**



“Children learn as they play.  
Most importantly, in play  
children learn how to learn.”

- O. Fred Donaldson



# Overview

- What is play all about
- Some misconceptions on play in the current millennium
- Role of play in child development(How?)
- Different stages of play
- Providing ideas for play,
- Role of adults in play
- demonstrating strategies for you to help join in and expand your child's play skills.



# Play definition

'a context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations.'

(EYLF, 2009,p46)

**BUT THIS DOES NOT MEAN  
THAT ANYTHING GOES**

Research tells us that educators  
need to be knowledgeable, active  
and articulate about play.

learning is  
**NOT**  
a spectator  
sport.

so let's  
**PLAY!**

# Play

Generally there are a number of agreed upon characteristics:

- voluntary
- pleasurable
- symbolic
- active
- process oriented
- intrinsically motivated.

Play is a fundamental right of all children. (UNICEF, 1989)



Play happens When you share a laugh, when you do your daily routines with your child...





# Play happens during routines in child care, preschool and kindergarten .....



# Play....

Does not mean “special time”  
or dedicated time with  
kids



It can happen anytime  
when you are with the  
child



# Role of play

## what do children learn through play?

- **Flash cards, computer activities and games do not accelerate learning by themselves**
- **Children have an in-born desire to learn and develop new skills and they learn through interaction.**



A member of the NUHS



# Stages of play



Exploratory  
play

Manipulative  
play

Pretend play

Fantasy play





# SOCIAL PLAY



I am curious on what others are playing!

I am on my own

Solitary

parallel

Onlooker

Co-operative

I play by rules with others!



I can be in the same place as others and continue with my play



# How Children learn through play ?

- ✓ Imitating (adults and other children)
- ✓ Observing
- ✓ Experiencing
- ✓ Discovering/exploring
- ✓ Wondering
- ✓ Using one's senses (touching, hearing, seeing, tasting, smelling)



# Children & Adult's role



## Children need :

- ✓ lots of time to explore and
- ✓ play in a variety of ways, indoors and out.

## Adult role:

- ✓ Need *you* to follow their lead,
- ✓ Respect their individual style
- ✓ Join in their play
- ✓ be their coach in making new discoveries.

# Jeopardy

ic e  
Education



# What is my role as the adult in play?

# Adult's changing role in play during early childhood

## Birth to 18months

- Secure base and materials
- Initiates, responds and interacts following child's lead
- Affirms child's feelings, actions & behaviours

## 12months-3years

- Secure environment
- Changes environment/materials /opportunities as child develops
- Actively involves during floor time with kids
- provides opportunities for toddlers ■■to take risks, persevere, move, manipulate, create

## 2.5yrs-6yrs

- Secure environment
- Changes environment/materials /opportunities as child develops
- Actively involves during floor time with kids
- provides opportunities for toddlers to take risks, persevere, move, manipulate, create
- Support cooperative play,
- handling emotions and conflict situations, and helping children make the transition
- Balances autonomy v/s control while balancing children's interaction

# Teacher's role

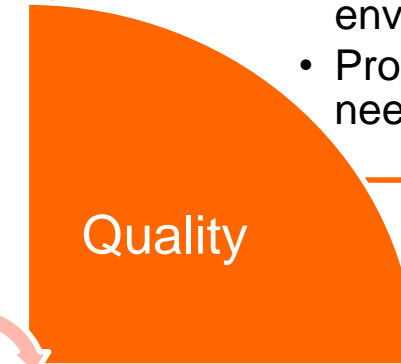
- Create a developmentally appropriate environment to facilitate children's exploration and interaction with the environment
- Promote active engagement between child and classroom environment
- Provide scaffolding if needed
- Promote independence and self extending system of learning
- Ensure children are working

# Role of early childhood educators

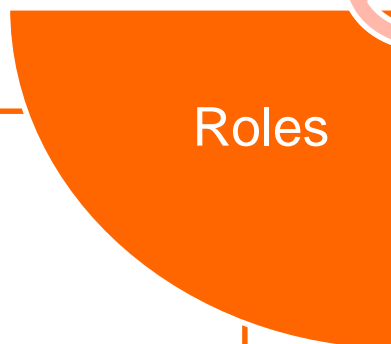
- Knowing how to value-add
- Create a developmentally appropriate environment



- Adult-child interactions
- Promote active engagement between child and classroom environment
- Provide scaffolding if needed



- Participant
- Parallel player
- Script writer
- Stage manager
- Play Assistant



Teaching

- Teaching to support play.
- Challenging unfair or unjust play.
- Promote independence and self extending system of learning



# Play development strategies

Change the physical or social environment as required

Adapt materials and supportive devices when children require added assistance to accomplish

Reflect/modify on the quality and quantity of multi-sensory experiences

Use co-operative learning to ensure that each child reaches his/her potential(buddy )

Provide extra support by joining in the child's play or by modelling

Use the child's preferred activity, material or person to encourage him/her to play

Simplify an activity by breaking it into smaller parts and limiting the number of directions given at one time

# 8 WAYS TO PLAY WITH YOUR CHILD

Play with your child and help him develop his fullest potential.

## 1-3 Months

Spark his visual sense by holding a toy in front of him to see if he can follow it.



## 4-6 Months

Splashing water during bath time is a fun experience that can help develop his five senses.



## 7-9 Months

Create "conversations" with him because those coos and babbles are important for language development and fun!



## 10-12 Months

Practise 'building and balancing' by stacking a pile of blocks for you and your baby and encourage him to help along.



## 13-15 Months

Teach simple concepts, letters, numbers, shapes and colours with a toy like basic building blocks.



## 16-18 Months

Reinforce his recognition skills by helping him practise sounds he hears such as a cat's meow, dog's bark or bird's tweets.



## 19-21 Months

Tidy up all around and clear a path to help him gain control and learn to steer around obstacles.



## 22-24 Months

Foster imagination by 'playing doctor' with him: "I'm not feeling well. Can you check if I have a fever, little doc?"



*Thank you for your attention!!!!*

Put away your blocks and finger paint. Lets eat a cracker and then nap time!



Put away your tabs! We are scheduled to complete the standardized assessment!!

For students with dyslexia, standardized tests are the base of our existence. With testing being the sole measure of not only a student's worth but also of a teacher's effectiveness, and with pressure building on schools to perform, how long will it be until preschools are required to give their students standardized tests?

# Learning language in the preschool environment



# How children learn language

- Interaction with people



- Children pay attention to words + non-verbal components of language
- 15000hrs of learning time from birth to age 3yo
- Minimal learning from screen time (removes opportunities for learning the subtleties of communication and language)
- Play is a child's work!



# Language development milestones (age 1-2yo)

	By Age 1	By Age 2
Receptive	<ul style="list-style-type: none"><li>• Understands <b>simple 1-step instructions</b></li><li>• <b>Turns</b> head immediately to <b>own name</b></li><li>• Will <b>give block, toy or object</b> on request</li></ul>	<ul style="list-style-type: none"><li>• Comprehends approximately <b>300 words / 2-step instructions</b></li><li>• Responds approximately to <b>Yes/No questions</b></li><li>• Points to <b>5 body parts</b></li></ul>
Expressive	<ul style="list-style-type: none"><li>• May acquire <b>first word</b> between 10-18 months</li><li>• <b>Variegated babbling</b> – combines different syllables in vocal play</li><li>• <b>Gestures and/or vocalizes</b> to indicate wants and needs</li></ul>	<ul style="list-style-type: none"><li>• Begins to <b>combine 2 words</b> into phrase</li><li>• <b>Names objects</b> in response to “What’s this?”</li><li>• <b>Refers to self</b> with pronoun+name “Me Tommy”</li></ul>

# Language development milestones (age 3-4yo)

	By Age 3	By Age 4
Receptive	<ul style="list-style-type: none"><li>• Knows <b>in/on/under</b></li><li>• Answers <b>simple 'WH' questions</b> (What, Where, Who)</li><li>• <b>Identifies simple objects</b> described by their <b>function</b></li></ul>	<ul style="list-style-type: none"><li>• Responds to <b>commands involving 3 actions</b></li><li>• Recognises <b>basic colours</b></li><li>• Appropriately answers <b>"What if" questions</b></li></ul>
Expressive	<ul style="list-style-type: none"><li>• Combines <b>3-4 words</b></li><li>• Uses <b>pronouns</b> (I, me, you, mine/my shoe, she, it)</li><li>• Uses <b>adverbs of location</b> (here, there)</li><li>• Uses <b>determiner</b> (the, that, this)</li><li>• <b>Infinitive complement</b> ("want play, don't want drink milk")</li></ul>	<ul style="list-style-type: none"><li>• Combines <b>4-5 words</b></li><li>• <b>Asks 'WH' questions</b> (What, Where, Who, How to, How come, Why)</li><li>• <b>Tells 2 events</b> in order of sequence</li><li>• <b>Complex sentences</b> using conjunction 'because'.</li></ul>

# Language development milestones (age 5-6yo)

	By Age 5	By Age 6
Receptive	<ul style="list-style-type: none"><li>• Answers simple <b>'When' questions</b></li><li>• Executes <b>3 commands in sequences</b></li><li>• Knows concepts of <b>opposites</b> (e.g., heavy/light, loud/quiet, same/different)</li><li>• <b>Prepositions</b> (between, above/on top of, below/underneath, top/bottom)</li></ul>	<ul style="list-style-type: none"><li>• Understands <b>temporal concepts</b> (yesterday/tomorrow, now/later, before/after, AM/PM, days of week)</li><li>• Understands <b>quantitative concepts</b> (some/many, several/few, most/least, more/less, counts up to 12 objects)</li><li>• <b>Prepositions</b> (through, away, towards, over)</li></ul>
Expressive	<ul style="list-style-type: none"><li>• Combines <b>5-8 words</b></li><li>• Uses <b>pronouns</b> (he, she, his, her)</li><li>• <b>Grammatical concept</b> ('will', 'is', '-ing', 'plurals', 'past tense')</li><li>• Asks <b>questions using 'When'</b></li></ul>	<ul style="list-style-type: none"><li>• Tells a <b>4-5 part story</b></li><li>• Tells <b>month and day of birthday, name and address</b></li><li>• <b>Describes locations/movements</b> (through, away, from, towards, over)</li><li>• <b>Names positions of objects</b> (first, second, third)</li><li>• <b>Comparatives and superlatives</b></li><li>• <b>Adverbial word endings (-ly)</b></li></ul>

# Language stimulation strategies

## 1) OBSERVE, WAIT, LISTEN (OWL)

By OWL-ing, you will open up all sorts of opportunities for communication

- **OBSERVE:** for what your child is looking at, interested in, or what she is trying to tell you
- **WAIT:** stop talking, lean forward, look at your child expectantly for her to initiate an interaction
- **LISTEN:** pay close attention to all of your child's words and sounds

## 2) FOLLOW YOUR CHILD'S LEAD

When you let your child choose a toy or activity, she will be more engaged and motivated

- Place yourself in your child's line of sight  
Follow your child to her toys/activities of interest
- Join in your child's play
  - Imitate your child
  - Take turns in play



# Language stimulation strategies

## 3) PROVIDE A RUNNING COMMENTARY

Helps your child to learn language.

It involves:

- Talking about what your child is doing
- NOT asking questions
- NOT making suggestions



OBSERVE + SAY

INTERPRET + SAY

EXPAND + RECAST

STRESS + REPEAT

# Language stimulation strategies

## OBSERVE + SAY

Observe what your child is doing/looking at

Describe what she is doing/looking at

*“LOOK! A BALLOON! It’s a BIG balloon!”*

*“You’re DRAWing CIRCLES! I’ll DRAW a SQUARE!”*

## INTERPRET + SAY

Interpret what your child is thinking/feeling/trying to say

Give her the words that she needs to tell you

*“Eeeeeee.. DIRTY! HANDS are DIRTY!”*

*“Mummy, COME? Come HERE?”*

# Language stimulation strategies

## EXPAND + RECAST

Add 1-2 words to what your child is saying and make it into a phrase/sentence

Use a variety of words

Correct your child's errors gently

Child: "Car blue!"



Adult: "Yes! *THE* car *IS* blue!"

Adult: "Yes! *The* blue car is *FAST!*"



# Language stimulation strategies

## STRESS + REPEAT

Make important words stand out to get your child's attention

Go slow, use lots of animation, show, say it louder

Repeat new words in one turn

Repeat new words in different situations

*Where are  
SHOES?*

*Mummy's SHOES,  
your SHOES!*

*Oh! SHOES!  
SHOES there!*

*Wear SHOES*

# Language stimulation strategies

## 3) CREATING COMMUNICATIVE TEMPTATIONS

Intentionally set up situations to create opportunities for your child to communicate

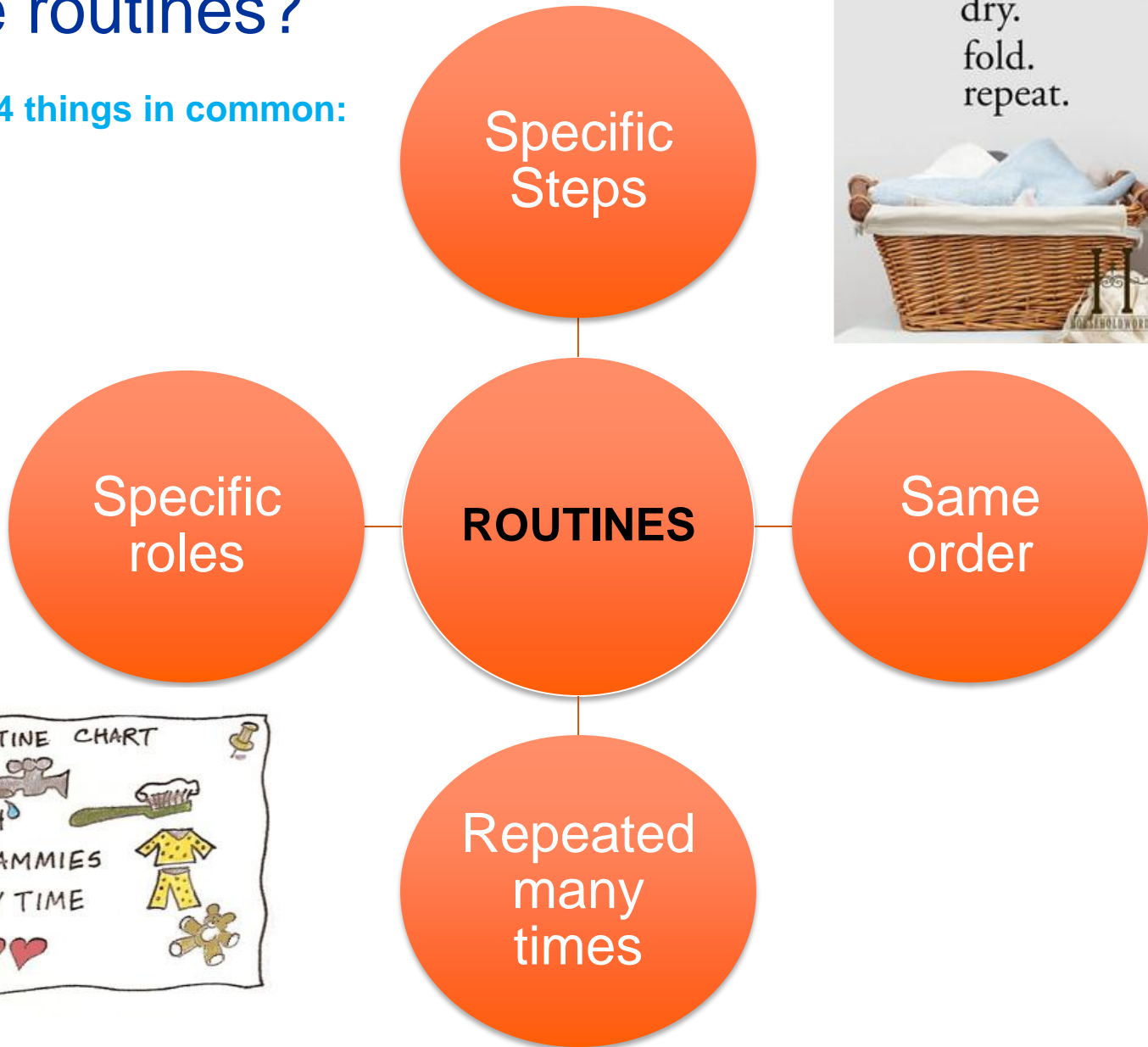
- Placing desired objects in sight but out of reach
- Offer your child toys that require assistance
- Create a silly situation by doing something obviously wrong
- Offering your child small portions of desired objects/snacks each time



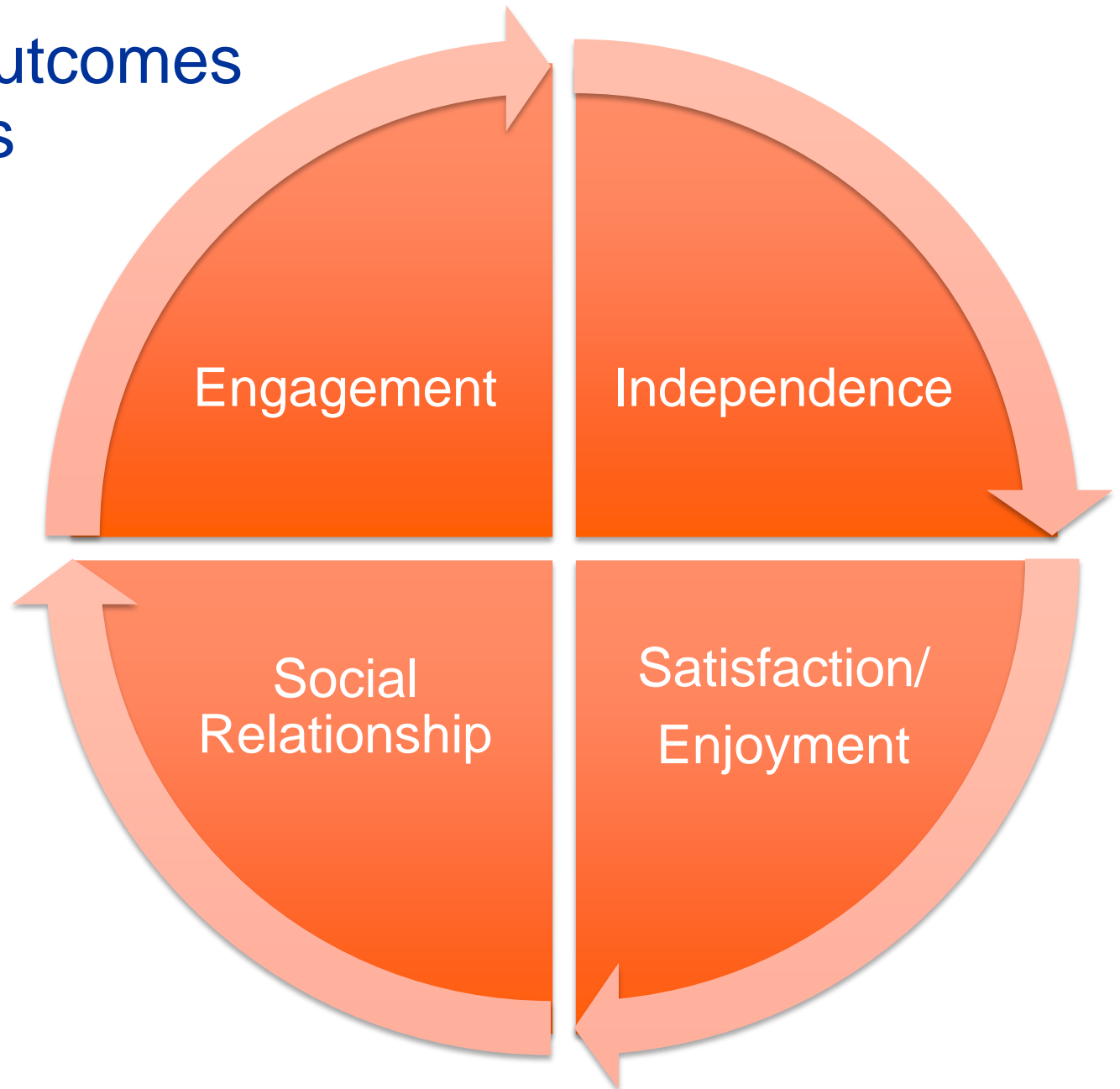
# The Routine-based Approach (RBA)

# What are routines?

Routines have 4 things in common:



# Desired outcomes of routines



# Types of routines?

## (A) ACTIVITIES OF DAILY LIVING



Types of routine	People involved in specific roles	Specific steps
Mealtime	Caregiver (CG) Child/Children (C)	<ul style="list-style-type: none"> <li>CG asks C to wash hands</li> <li>C washes hands</li> <li>CG wipes hands for C</li> <li>C goes to his seat and waits</li> <li>CG places utensils on the table</li> <li>C eats food himself / is fed by CG</li> <li>CG returns the utensils after C finishes</li> <li>CG asks C to wash hands</li> </ul>



# Types of routines?

## (B) PLAY



Types of routine	People involved in specific roles	Specific steps
Hide-and-Seek	Caregiver (CG) Child/Children (C)	C hides behind the chair and says “hide” CG pretends to find C CG and C switch roles CG hides C seeks and says “mummy here!”
Songs and rhymes	CG C	CG initiates song (e.g., “Wheels on the bus”) CG sings and models actions C follows actions CG ends the song



# Incorporating language stimulation strategies into routines

Specific steps	Language Stimulation Strategies	Language Model
<p>CG asks C to wash hands C washes hands CG wipes hands for C</p> <p>C goes to his seat and waits CG places utensils on the table C eats food himself / is fed by CG CG returns the utensils after C finishes</p> <p>CG asks C to wash hands</p>	<p>Stress + Repeat Observe + SAY Interpret + SAY</p>	



# Incorporating language stimulation strategies into routines

Specific steps	Language Stimulation Strategies	Language Model
C hides behind the chair and says "hide"	Expand Stress + Repeat	
CG pretends to find C		
CG and C switch roles CG hides	Observe, wait, listen Observe + Say Interpret + Say	
C seeks and says "Mummy here!"	Expand + Recast	

**Quick Check!**

# Identify the language stimulation strategies used...

Jayden was pushing his toy car up the ramp then sliding it down. His mother sat in front of him and watched him play.

She picked up another toy car and moved her car up and down the ramp too.

While playing with Jayden, mum said animatedly,

Mum: *"CAR! PUSH the CAR! CAR goes UP! CAR goes DOWN!"*

## Language Stimulation Strategies Checklist

- 1) Observe, Wait, Listen (OWL)
- 2) Follow your child's lead
  - Imitating your child
  - Joining in the play
- 3) Provide a running commentary
  - Observe + Say
  - Interpret + Say
  - Expand + Recast
  - Stress + Repeat
- 4) Creating communicative temptations

# Identify the language stimulation strategies used...

Zoey and her mother were in the bathroom preparing for her shower.

Her mother turned on the tap and pretended to spray water to her face by accident.

She gasped and look at Zoey expectantly. Zoey laughed and said:

Zoey: *“Uh oh! Wet!”*

Mum: *“Uh oh! Wet! MAMA is wet! Look at Mama’s WET FACE! Let’s WIPE my face!”*



## Language Stimulation Strategies Checklist

- 1) Observe, Wait, Listen (OWL)
- 2) Follow your child's lead
  - Imitating your child
  - Joining in the play
- 3) Provide a running commentary
  - Observe + Say
  - Interpret + Say
  - Expand + Recast
  - Stress + Repeat
- 4) Creating communicative temptations

# Identify the language stimulation strategies used...

Tim's mum was preparing his meal at the table while Tim sat by the side, watching mum.

Mum: "Oh! Mummy is MIXING! MIX MIXMIX!"

Tim: Mix!

Mum: "Yeah! Mix! Mix rice and vege! TIMMY MIX!"

Mum then handed him the bowl but intentionally withheld the spoon and waited expectantly.

Tim pointed to the spoon and said:

Tim: "Poon!"

Mum: "Oh! Spoon! You WANT the SPOON! Mummy FORGOT the SPOON!"



## Language Stimulation Strategies Checklist

- 1) Observe, Wait, Listen (OWL)
- 2) Follow your child's lead
  - Imitating your child
  - Joining in the play
- 3) Provide a running commentary
  - Observe + Say
  - Interpret + Say
  - Expand + Recast
  - Stress + Repeat
- 4) Creating communicative temptations

# How can we increase a child's participation in his routines?

## Routine: Dressing up

Mummy takes the child's clothes from the cupboard to the bed.

Nick lifted his hands up to try to find the armholes but had difficulties. Mum immediately assisted him to put on his shirt.

Nick was able to independently pull up his pants but required time. Hence, mum did it for him to speed up the process.



Which **one** of the following statements is **incorrect**?

- a) Allow Nick to choose between 2 clothing options
- b) Wait for Nick to request for help to put his shirt on
- c) Leave Nick alone to try dressing up by himself
- d) Give Nick time to try pulling up his pants independently
- e) Praise and encourage him for his efforts



# How can we increase a child's participation in his routines?

## Routine: Play

It's Bryan's playtime!

Dad takes out a box of toys and pours it on the floor. Dad picks up a car and says: "*Bryan look! What is this?*". Bryan ignores dad. But dad persists: "*Bryan! Look at me! Say Car! What colour is the car? Push the car to the table.*" Bryan takes another car and pushes it to the table.

Dad went back to watch TV and decided to leave Bryan to play alone the rest of the time.



Which **one** of the following statements is **incorrect**?

- a) Put toys out of reach to create opportunities for communication
- b) Observe what Bryan is interested in and imitate his actions/words
- c) If Bryan is engaged, model other play actions (e.g., pushing a car through a tunnel.)
- d) Ask Bryan more questions to stimulate speech
- e) Be animated (i.e., increase intonation of speech, with exaggerated facial expressions)

# In conclusion

“Children need the freedom  
to appreciate  
the INFINITE RESOURCES  
of their hands,  
their eyes  
and their ears,  
the resources of FORMS,  
MATERIALS,  
sounds and COLOURS.”

Loris Malaguzzi