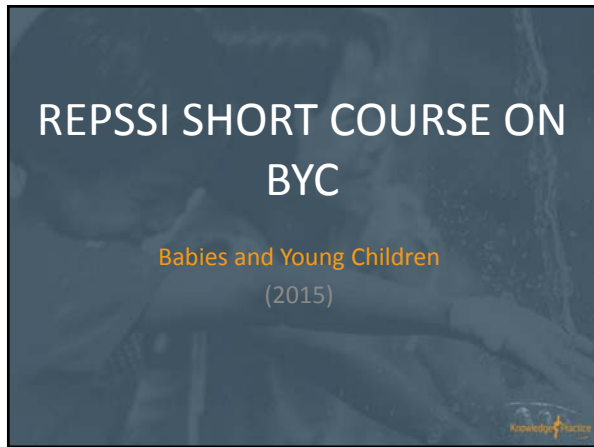
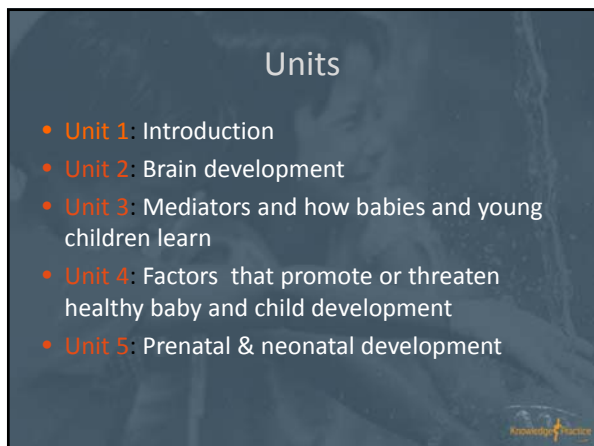


OVC Research & Best Practice Initiative
EMPOWERING CAREGIVERS
(babies & young children edition)
Wednesday, February 10
11:00 am (Eastern)
Webinar Series: 5



REPSSI SHORT COURSE ON BYC
Babies and Young Children
(2015)
Knowledge Factors



Units

- Unit 1: Introduction
- Unit 2: Brain development
- Unit 3: Mediators and how babies and young children learn
- Unit 4: Factors that promote or threaten healthy baby and child development
- Unit 5: Prenatal & neonatal development

Knowledge Factors

Units continued

- Unit 6: Physical development
- Unit 7: What do we mean by emotional development
- Unit 8: Social, moral, cultural and spiritual development
- Unit 9: Cognitive and language development
- Unit 10: Children with developmental delays and difficulties



Best start

- This course is designed to give you the knowledge and skills so that you can help babies and young children get the best possible start in life.



Sculpt

The early child period is considered to be the most important developmental phase throughout the lifespan. The environmental conditions to which children are exposed, especially the quality of relationships with caregivers in the earliest years, "sculpt" (shape like a person shapes clay, mud or dough) the developing brain.



...need to connect

- A baby is born with billions of brain cells that represent lifelong potential, but, to develop, these brain cells need to connect with each other. The more stimulating the early environment and the more positive and caring social interactions the baby has, the more positive connections are formed in the brain and the better the child thrives in all aspects of his or her life.



Key Message

- Serve and Return
- To and fro (2 way process)
- Dynamic loving and caring stimulating responsive interactions
- Eye contact
- With sound (cooing, talking, singing)
- Physical contact
- Large helpings of emotional and social and cognitive nourishment every single day
- By same caregivers



Unit 1: introduction

- Objectives: -
- learner will understand:
- that adults have different understandings of childhood, what children can do and how children should behave.
- that childrearing practices and beliefs are based in local culture and values



Story / example

- For example in some cultures young children (as young as 6 years old) might be expected to make a fire and help around the house, while in other cultures children are viewed as more helpless and are not expected to help with household chores



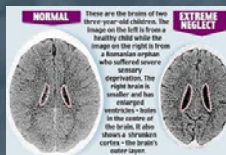
Unit 2: Brain development

- **Objectives:** that brain development happens in stages while the baby is still in the womb and that very few new brain cells are made after pregnancy.
- - that with abuse and neglect a brain can fail to thrive and end up much smaller than a "normal brain."
- - that the more we use brain circuits the stronger they become



Story / example

- In cases of extreme emotional, cognitive and social neglect brain growth can be severely disrupted resulting in abnormally small brains



Unit 3 - Mediators and how babies and young children learn

- Objectives: Learners will understand:
 - what a mediator is
 - what is a caregiver is
 - that parents and caregivers are a child's first teachers
 - what a Zone of Proximal Development (ZPD) is



Story / example

- Mediators fit in the space between the child and the world helping babies and young children make sense of their experiences. For example, imagine a dog approaching a young child, and the mediator (caregiver) either pats the dog and shows the child it is safe, or picks up the child and protects the child from a potentially dangerous dog. In both cases the caregiver is mediating between the world (dog) and the child. Without such mediation the child cannot develop properly.



Unit 4: Factors that promote or threaten healthy baby and child development

- Objectives:
 - Learner will understand:
 - what a vulnerable child is
 - (risks) to a child's psychosocial wellbeing.
 - that despite risk factors, most children are resilient and will do well if they are protected and given support in their everyday lives.



Story/ example

- A vulnerable child is a child whose survival, care, protection or development may be at risk due to a particular condition, situation or circumstance.
- There are many risks (or threats) to a child's wellbeing eg:
- Lack of access to food, clothing, shelter
- neglect
- Abuse
- Disability
- Ill health



Protective factors

- Caring loving caregiver
- Stable caregiving
- Food
- Shelter
- Health




Unit 5: Prenatal & neonatal development

- Objectives:
- Learner will understand:
- what prenatal development means
- what trimesters are
- what neonatal development is




Story

- A warm sensitive to-and-fro relationship can begin before birth, as soon as parents know the mother is pregnant. For example, the mother eating healthy foods, avoiding drugs and alcohol, avoiding stress etc.




Story

- Skin to skin contact means that the newborn is in direct chest-to-chest contact with its mother or father. There may be a sheet or blanket over the baby to keep its back warm but its front is naked and the parent's chest is also naked.
- Skin-to-skin contact is a very powerful and intimate form of warm, sensitive to-ing and fro-ing that has many advantages and prepares the baby's brain for social and emotional learning.
- During labour the mother's brain releases a hormone called oxytocin also known as the "love hormone" which promotes bonding and connecting with others.
- Very important not to separate and prevent a new born baby from having skin-to-skin contact with its parents immediately after birth
- We say the first 1000 days are critical for a good start for babies but others argue that the first 1000 seconds are even more important!




Unit 6: Physical development

- **Objectives:** Learner will understand:
 - what is meant by physical development
 - what milestones are
 - how to read a growth chart
 - what is meant by stunting
 - what is meant by Large Muscle Development (also called Gross Motor Control)




Story

- Big changes during development like going from being unable to sit up to sitting up straight without help are called developmental milestones
- Almost all healthy children pass through these milestones in the same order at more or less the same age.
- A child who experiences the right kind of to-ing and fro-ing encouragement will master the milestones in a healthy and happier way.




Unit 7: EMOTIONAL DEVELOPMENT

- **Objectives:** Learner will understand:
- what is meant by emotional and psychosocial development
- what psychosocial wellbeing means



Story

- Emotional self awareness, emotional literacy and emotional intelligence
- Help a child to express what they are feeling and why they are feeling that way, e.g. I feel when, e.g. I feel angry when she takes my toys from me.
- How did make you feel when he did that?




Unit 8: Social, moral, cultural and spiritual development

- Objectives: Learner will understand:
 - what we mean when we speak about social development
 - what we mean by boundaries
 - what we mean by empathy
 - what we mean by cooperative play
 - what we mean by anti-bias and inclusion




Story

- Empathy is part of social development
- Ability to put yourself “into the shoes of others”
- Children can be taught to cooperate with others (social development)
- Inclusion is a very important social skill, the opposite of which is exclusion, discrimination, stigma, bullying and bias
- Persona Dolls




UNIT 9: COGNITIVE AND LANGUAGE DEVELOPMENT

- Objectives: Learner will understand:
 - what we mean by cognitive development
 - the theories of Piaget and Vygotsky
 - What we mean by language development?
 - What we mean by early literacy and early maths?




Story

- Just as babies grow physically, their ability to think and make sense of the world also grows
- Lev Vygotsky proposed that children develop cognitively through the help of a caregiver who helps them do things they are not yet able to do by themselves. He called this kind of support scaffolding and used the term Zone of Proximal Development referring to the space between what children can do on their own and with support (scaffolding).
- Caregivers can scaffold young children's learning by:
 - Planning learning experiences that fall between what they can do and what they cant do alone (the ZPD), neither making the challenge too easy nor too difficult
 - Guiding children in tasks that are too difficult for them to do alone




Story cont

- Ideas for language and cognitive development from birth-5 years
- Respond to a baby's interest by:
 - Imitating baby eg clapping hands
 - Help them to do something trying to do eg rolling over
- Show a baby how to open a lid
- Help babies to notice the world around them
- Use gestures (hand, body, face movements) to capture a baby's attention
- Play simple games like hide and find
- Make a collection of baby safe objects for baby to play with eg spoons and pots




Story cont

- How to support early literacy and maths
- Play in which they learn the use of symbols, things standing for other things, eg a toy car representing a real car, or a doll a person
- Encourage drawing and early writing
- Point out print in the environment




UNIT 10: CHILDREN WITH DEVELOPMENTAL DELAYS AND DIFFICULTIES

- **Objectives:** Learner will understand:
 - what we mean by the term disability
 - what an ECD practitioner can do to model a positive attitude towards children with disabilities




Story

- Early identification is important so that remedial action can be taken
- a better understanding of child's difficulties can lead to better outcomes for the child
- At clinic they should check that normal milestones are met
- A young child with disabilities may be unfairly blamed for not listening or as naughty or stupid
- Caregivers and ECD practitioners should be trained to look for basic disabilities in children – eg visual and hearing impairments, walking, talking disabilities




For more information:

- [UNICEF @ WHO](#)
- Resource 1: Psychosocial Care & Support for Young Children and infants in the time of HIV and AIDS, REPSI (2002)
- Resource 2: This website describes the prenatal period (pregnancy) for both mother and baby: <http://www.bepi.co.uk/individuals/health-information/directory/pregnancy-what-happens-stages-textBlock150282>
- Resource 3: Center on the Developing Child Harvard University (no date) Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence. Accessible at http://developingchild.harvard.edu/resources/tools_and_guides/enhancing_and_practicing_executive_function_skills_with_children/
- Resource 4: Wachs, T & Rahman A (2013). The nature and impact of risk and protective influences on children's development in low income countries. In: P Britto, P Fingler & C Super (2013) Handbook of ECD Research and its Impact on Global Policy. New York: Oxford University Press, pp 35-64
- Resource 5: This site has a chart for plotting a child's physical development in several domains in order to help the caregivers with what they should be doing at home to improve things in each domain: [http://www.unicef.org/indonesia/files/developmental_milestones.pdf](#)



Resources cont

- Resource 6: <http://psychology.edu.au/psychosocialtheories/psychosocial.htm>
- Resource 7: <http://www.catholic.tas.edu.au/Resources/documents/kidsmatter-1/socialdevelopment-overview.pdf>
- Resource 8: http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?articleid=707
- Resource 9: The Early Childhood Development Learning Community (2012) Local and indigenous knowledge, practices and skills in support of early childhood development: Learnings and implications. Retrieved on 18 October 2013 from http://elru.co.za/wp-content/uploads/2013/08/Final-IKS-content-report_04-May-2012-3.pdf
- Resource 10: Bonci A (2008, revised 2010 and 2011) A research review: The importance of families and the home environment. National Literacy Trust. Retrieved on 2 December 2014 from http://www.literacytrust.org.uk/assets/0000/7901/Research_review-importance_of_families_and_home.pdf



THANK YOU

jonathan@repssi.org
juba@repssi.org
www.repssi.org

