TREEHOUSE KEY PARENT TEACHING POINTS

TALK READ ENGAGE ENCOURAGE
Have Fun Together!!!
Promote Positive Early Childhood Experiences!!!

Remember that parents typically have 2 underlying concerns:

• “Is my child doing ok?”
• “Am I doing ok as a parent?”

TALK AND COMMUNICATION: (vocalization/ pre-verbal gestures/ verbalization (receptive>expressive language)

All Ages:
Use everyday experiences for talking while cooking, eating, cleaning, shopping, driving, diaper changes and bathing

Comment like a sports announcer/narrative approach): “this truck is red and now you are moving it back and forth” starting with infants

Young Infants:
Speak in “parentese” (making high pitch sounds to engage the infant)

Older Infants:
Use gestures like “hi”, “bye” and “pick me up”, pointing, and signing
Name people and label objects
Young Toddlers:

_Name_ people and _label_ objects
Encourage jargoning
Play “show me” games

Older Toddlers:

Play “tell me” (“what’s that?”) games and “fill in the blank” games (“I like to play with ____”)
Ask your child questions

READ:

Young and older infants:

Start _early_ and read together regularly

Read in an _excited_ manner/ use the time to _cuddle_ together

Let _infants_ handle books and turn pages – they may want to put the book in their mouth or read the same book over and over

_Point out_ and _name and label_ objects in the book

It is not necessary to read all of the words but use the occasion to playfully point out pictures and keep it _interactive_

Young Toddlers:

_Name and label_ objects in the book
Play “show me” games

**Older Toddlers:**

Play “tell me” games and “fill in the blank” games

Ask your child *questions* about what you are reading

**ENGAGE:**

**Motor Skills:** *(Head to toe)*

**Young Infants:**

Tummy time

**ALL AGES:**

Get babies to grab, roll, crawl, cruise, walk or run *towards something interesting* that is just out of reach and play *chase me* games

**Play and Learning:** *(does “with” objects (mouthing)/ does “to” objects (experiments)/ objects have functionality/ imaginary play)*

**All Ages:**

Screens are *not* a substitute for time together with parent

Sing and dance together

Let your child take the lead
Young Infants:

Use safe objects that they can put in their mouth like pacifiers and rattles

Older Infants:

Let them examine, handle, drop, roll, and bang household objects such as balls, large blocks, cups, pots, spoons, etc.

Young Toddlers:

Play with objects that have function such as blocks, stacking rings, Legos, puzzles, and crayons and toys that elicit cause and effect such as pop-up toys

Have parents integrate a book and a toy of the same theme such as an airplane and read the story, have the child play with the object and talk together about it, thereby integrating talking, reading and play together

Older Toddlers:

Use objects that foster imagination such as stuffed animals, toy figures, dolls, puppets, cars, and dress ups

General Tips on Play:

- Find time to play / special time/ 10-20 minutes
- Face to face/ show interest/ enjoy/ have fun/ be present
- Eliminate distractions and cell phones
- Let child take the lead
• Reflect or paraphrase back what child said (Child: “I did it”
  Parent: “You did do it!”)
• Praise and Encourage- be specific (“You did a beautiful job
drawing with your crayons”)
• Age-appropriate activities

Social Emotional Engagement:

Review some of the major themes of social emotional development:

**First Year:**

• Attachment - social smile/laughing/ stranger anxiety

**Second year:**

• Joint attachment- joyful sharing interest in an external object
  through gaze, pointing or verbalization with the caregiver
• Separation anxiety and exploration (refueling) / Autonomy (“no”
  stage)

**ENCOURAGE:**

You can do it! Yeah! You did it!

Be your baby’s cheerleader!!!

Praise effort: “You worked so hard on the drawing” vs. “You are the
most amazing artist”