

# 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”