

“The strength of the team is each individual member. The strength of each member is the team.”

Phil Jackson

Spotlight on Development

The Age 2 child views the world based on their own needs and desires. It is important for the HIPPY staff to learn about developmental milestones of the Age 2 child. Healthychildren.org has an article related to the [Social Development of the Age 2](#) child. Allow your staff to read (or listen) to the article and then partner up and share one developmental characteristics of this stage.

What might my child say or do?

Ask home visitors (and parents) have you seen the child do or say any of the examples provided? Encourage the parent/home visitors to give **specific** examples of a child.

What can I do to help my child develop?

Model. Model. Model. Children watch and imitate adult and sibling behavior. Parents can model and “talk through” (talk thought process aloud) to help children learn a skill. Remember a child does not know what you are thinking. You have to voice your thoughts aloud.

- Showing anger in a healthy way.
Example: I am so mad I better take three deep breaths.
- Figuring out conflicts peacefully.
Example: I really want to play with both toys, but I will let you go first.
- Taking care of someone who has been hurt.
- Waiting patiently.
- Following rules.
- Enjoying the company of others.

All these qualities describe healthy social-emotional development and these skills are learned gradually over a period of time.

Activity 1: Language and Literacy – Brown Bear

What your child will learn from this activity

Have home visitors consider the progression of a child over the last few weeks. Each child is different, and their progress will look different.

- Can the child retell part of the story or are they verbalizing words now?
- How many colors can they identify.
- Motor improvements? Balance, using materials (colors, glue), etc.
- Listening – Are they repeating words used in the activities?
- Enjoyment of reading – Do they bring the book to you to read?

Home visitors need to receive feedback from parents on how the activities and child are progressing.

What to do

2. The child should be able to repeat the title after many weeks of repetition. It is important for Home visitors to assess the child's progress. Do they know if the child is able to say the title of the book?

4. Stop **before** you lose their attention, but when you return to the activity be sure to review and then focus on the animals (color) you did not "read" together.

5. Reinforce a child friendly definition of characters. **Characters** are the people or animals in a story.

The cards from Week 8 will be used again this week. It might be helpful to have an extra set of cards if the parent has lost their set from Week 8.

6. **Note:** if the child is able to identify "What's Missing?" with two cards, increase to three. If not, continue using two cards.

Activity 2: Language and Literacy – Brown Bear

What to do

2. Reinforce a child friendly definition of characters. **Characters** are the people or animals in a story.

5. Have the child identify the animal character as you place in the bag. (If a child is nonverbal, ask them to point to the red bird, blue horse, etc.) Parent's should reinforce the 3 C's – complete, confirm, correct.

6. Familiarize the child with the game board. Identify the colored squares, brown bear and teacher on **Activity Sheet 2** before picking a card.

11. The child does not have to name the color, just match the animal to the colored square.

Note: Save the board and game pieces and play throughout the week. Repetition and reinforcing will increase knowledge. Note: The board can be mounted on cardboard for durability.

THINK

- Have home visitors think of other board games that the child and parent could play.
- Many games are geared for ages 3 and up, but can be adapted for a two-year-old by reducing the number of playing cards or by simply matching cards.
- It is important for home visitors to show/share with the parent other books that focus on colors.
There are many wonderful choices that will reinforce colors.

Example: Pete the Groovy Cat, The Day the Crayons Quit, Mouse Paint, etc.

Activity 3: Think and Explore – Tube Sounds

What your child will learn from this activity

It is important for the child to learn to distinguish between high and low sounds, soft and loud, etc. The child may have trouble regulating their voices in certain situations. Have home visitors think of some examples of where we would need quiet voices (doctor's office, library, store, etc.) and where loud voices are appropriate (outside, etc.)

You will need

2 empty tubes - One tube is for the parent to use in modeling and the other tube is for the child.

What to do

2. Parent and child have a sound tube.
3. As the parent walks around and says "hello" to the chair, table, etc., the parent is modeling and the child may respond by imitating and say "hello" to the chair, table, etc.
4. Child takes leadership role.
5. A child needs to learn the term whisper. Consider how important knowing this term is in social situations. Children need to understand the terms (whisper, loud) to learn to regulate their voices.
10. The child may not know the ABC song, but there are many other songs they may know and enjoy.
Example: Eensy, Weensy Spider, The Wheels on the Bus, Twinkle, Twinkle Little Star, etc.
- 11–12. It is important for the parent to model each of these steps. **(Both child and parent have a sound tube.)**
13. We ask the question by using appropriate questioning techniques by offering a suggestion. Did we sing? Did we talk loudly?

Note: 1–12. is with the sound tube uncovered.

14. Tip: Use a fairly large piece of wax paper and secure with the rubber band around the tube. After the wax paper is secured with the rubber band, trim the extra wax paper off.

THINK

Experimenting with the sound tubes allows the child to explore sounds and feel the tube vibrating their voice.

Extended Ideas:

- Decorate your sound tubes
- Try varying the length of the kazoo using different sized tubes. Do they sound the same or different?
- Poke more holes in the sides of your kazoo. Does covering the holes change the sounds you make?

Activity 4: Motor – Fine Motor, Cover the Circle

What your child will learn from this activity

Until a child has strength in the small muscles of their hand, some tasks will be difficult. Strengthening their grasp will allow the child to perform fine motor activities (buttoning, zipping, etc.) more successfully. Even putting on socks requires fine motor skills.

Offer home visitors/parents this simple analogy: You are going to try a new sport like snow skiing. Do you start at the top of **the slope or beginner steps at the bottom of the slope? You can start at the top of the slope, but until you have core strength you are not going to be very successful. The core muscles have to come first.**

You will need

Be mindful and use items that the child can easily pick up (manipulate). You can also use a nonfood items for markers – cotton balls, small blocks, etc. Home visitors should talk with parents about what item they will use. (You will need at least 24 of an item.)

What to do

1. Home Visitors should be prepared if a family has lost the cards from **Week 8.** (*This week's cards Activity Sheet 1 can be used to play the game if needed.*)

If needed: Start with a few animal cards and add more cards as your child understands the game.

4. Pick a card and place a marker on the circle associated with the color.

Activity 5: Motor – Fine Motor, Clothes Pin Pick-Up

You will need

A spring-loaded clothespin or small chip clip will be needed for this activity.

What to do

1. The card glued to a cotton ball allows the child to “pin” the card.
2. It is very important to show the parent how to use the pincer fingers to pinch the clothespin. A pincher motion using two/three fingers, not a fist motion. Encourage the parents to allow the child to practice open and closing the clothespin. If a child cannot pick up items with the clothes pin, have the child use their pincer fingers to pick up the cards.



THINK

Clothespins can be “pinned” to a plate, a stuffed animal, the edge of a plastic bowl, etc. The pinching open of the clothespin is building the small muscles in their fingers.

Family Feedback

This feedback will be reviewed when the lesson is picked up but should be reviewed each week to help parents know what to look for as they complete the activities throughout the week. It is important to have the home visitors review the questions at the end of delivery.

What do you think your child learned from the 3 weeks of reading *Brown Bear, Brown Bear, What Do You See?*

Colors is an obvious answer, but ask the parent how many? All? What color can they not identify?

What task using fine motor muscles does your child struggle with?

Can the child put on their socks? Think about how the child needs to use the small muscles in their hand and pull the sock on.

What was the highlight or favorite part this week?

I enjoyed the color circles and placing objects on each circle.

Do you play the games at other times during the day? When?

YES! And we even had a family game night.