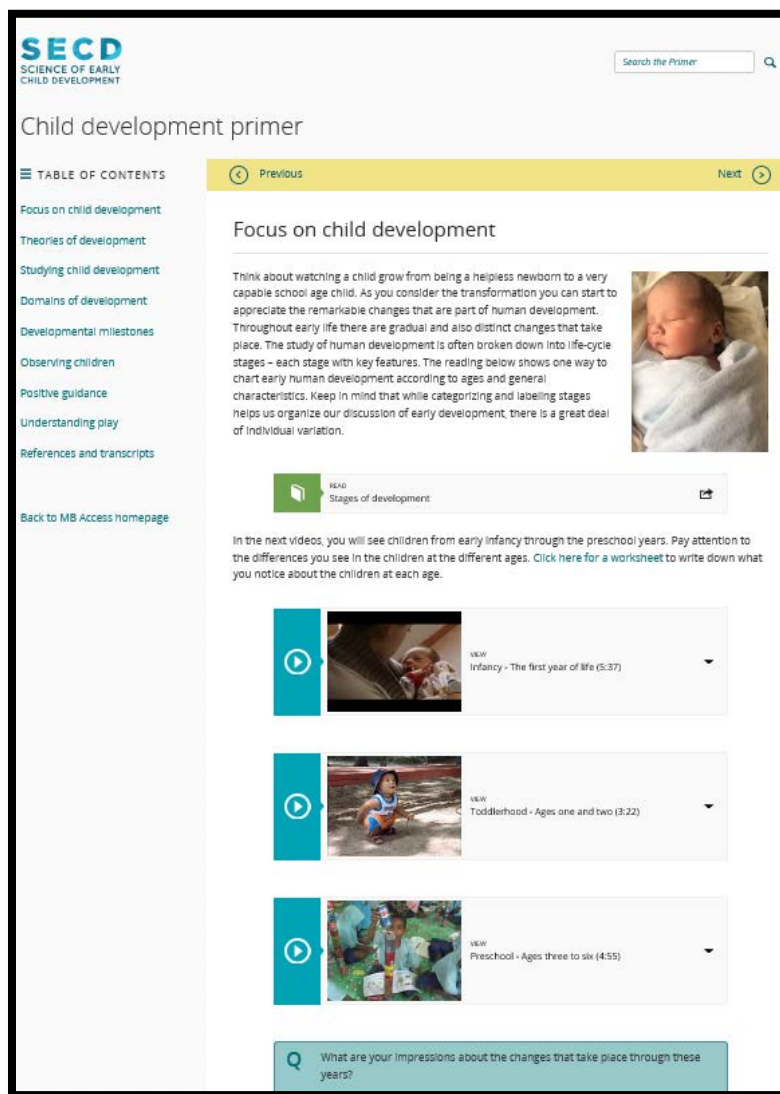


Manitoba access to the Science of Early Child Development (SECD) resources is part of Manitoba's Action Plan, under the Canada-Manitoba Early Learning and Child Care Agreement for residents of Manitoba. In order to access them you must do so from a computer or device located in Manitoba.

# Using SECD Child Development Primer for Staff Orientation



The **SECD - Child Development Primer** is a concise overview of essential child development information. It is an ideal resource for those who need a brief overview of child development or who want a better understanding of key concepts related to working with young children.

Are you new to working with children?

The SECD Child Development Primer is an excellent place to start learning.

**Free access in Manitoba: [mb.scienceofecd.com](http://mb.scienceofecd.com)**

Each Primer page is concise and easy to go through – even for people without much background in child development or experience with children. The combination of things to read, videos to watch and questions to think about, along with interactive games to play, make the Primer a fun and engaging way to learn.

The ideas that follow are examples of ways to incorporate Primer material into staff orientation.

## To get an introduction to ages and stages and to start thinking about child development

Go to the first page, ***“Focus on child development”***:

- Watch the three videos, “Infancy”, “Toddlerhood” and “Preschool”, which show scenes of children starting with newborns and progressing to six year olds. As you watch, pay attention to what children are doing at each age. Use the accompanying worksheet to write down what you notice so you can reflect on the many ways that children change in the early years.
- View the videos on this page, “Katz – building a strong foundation” and “Durrant – understand children’s behaviour”. These experts explain the importance of giving children a good foundation early in life and being aware of normal developmental expectations, needs and abilities – essential ideas for supporting healthy development.

## To delve more deeply into children’s skills and abilities as they develop

Go to the pages, ***“Domains of development”*** and ***“Developmental milestones”***:

- Read the “Domains of development” page to learn about this way of organizing children’s abilities. Play the review game, “Interact – Sorting cards – Domains of development” to check your understanding.
- See the “Developmental milestones” page, which presents several ways to learn about the skills and abilities that are typical of most children at a given age. Click through “Interact – Developmental Milestones”, do the readings and explore the websites to learn more. Be sure to watch the video, “Ateah – milestones and safety” and consider how being aware of milestone progression connects to safety considerations.

## To learn about and practice recording anecdotal observations

Go to the page, ***“Observing children”***:

- Read the information on this page to learn about the key details to include in an observation, the importance of writing objectively, and the difference between an objective description and a subjective interpretation.
- Use the videos on this page to practice writing objective observations. Try both “live” - writing the record as you watch the video, and also “remembered” – writing the record after the video ends. Be sure to think about the questions that follow the videos to consider how to best use observation in your work.

## To work towards using positive guidance – an essential aspect of adult-child interactions

Go to the page, ***“Positive guidance”***:

- Read, watch, and consider the information on this page for an overview discussion on positive guidance. Reflect on whether you have a natural tendency to be a “positive guide” in your interactions with children or whether you tend to be more negative or harsh? How can you make positive guidance and supportive interactions your usual style?
- Review the reading, “Frequently Asked Questions About Time-Outs”. Were you aware of the concerns associated with time-out as a guidance strategy? Think about how you might use “time-in” instead, when a child needs support to calm down or modify what they are doing.
- See the video, “Katz – communication” and “Interact – The positive alternatives” to find out how to be a clear, direct, and positive communicator.

## To understand play as a critical activity of childhood

Go to the page, ***“Understanding play”***:

- Read about styles of play - the different ways children use objects in their play and types of play - the social aspect/whether and how children interact with others during play. Think about all the developmental advances that are required for children to engage in more complex and more advanced social play. Play the review game to check your understanding.
- Review the section on the importance of play. Think about your role and responsibility to provide a variety of play experiences for children.

## To learn about child development as a field of study

Go to the pages, ***“Theories of development”*** and ***“Studying child development”***:

- See “Theories of development” for a detailed reading on major theoretical perspectives espoused by influential thinkers such as Freud, Bandura, Piaget, Ainsworth and Bronfenbrenner.
- See “Studying child development” for readings that explain the scientific method, and typical research designs and methods used in studies of child development.
  - Try the review games on each page to check your understanding.

## To continue learning

See other SECD resources for dozens of topics and hundreds of videos:

**[mb.scienceofecd.com](http://mb.scienceofecd.com)**