

An Evaluation of the Milestone Moments Booklet and Interactive Milestone Checklist with Child Care Providers



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Goals for the Presentation



- **Brief review of the importance of positive parenting and child development**
- **Goals**
- **Overview of Milestone Moments Booklet and Interactive Milestone Checklist**
- **Methods**

Importance of Parent Engagement



- Child well-being and health is developed within the context of the family.
- Early experiences may hold special significance in determining later outcomes as they set the course for the child's subsequent experiences with the environment (Appleyard et al., 2005; Brooks-Gunn, Denner, & Klebanov, 1995).
- Parenting behaviors such as warmth and sensitivity, support for autonomy, and active participation in learning throughout the first three years have been shown to enhance young children's socioemotional and cognitive development (NICHD Early Child Care Research Network, 2002).

Parental Knowledge of Child Development



- Parents with greater developmental knowledge tend to provide a higher-quality home environment than parents with less knowledge (Benasich & Brooks-Gunn 1996;Huang et al. 2005).
- Parents with greater knowledge of child development tend to provide more verbal and physical stimulation to their children, utilize less punitive discipline strategies (Morawska, Winters, & Sanders, 2009) and are generally more sensitive in interactions with their children (Dukewich et al. 1996; Huang et al. 2005).
- Mothers who have a more accurate estimate of infants' developmental milestones are more likely to talk, tell stories, and read to their babies. Mother's who are more knowledgeable and perceptive are more likely to structure an environment that is matched to the infant's level of development (Parks & Smeriglio, 1986;Stevens, 1984).

Purpose of Project



- **Purpose**

- To determine whether the “Learn the Signs. Act Early.” Milestone Moments booklet (MM) and the Interactive Milestone checklist (MC) can be used in a child care setting to:
 - ✦ increase childcare provider’s knowledge of children’s development,
 - ✦ as a tool to monitor children’s development, and
 - ✦ help facilitate conversations about development including concerns they may have between parents and child care providers.

Objectives



- To understand how these materials assist child care providers in monitoring child development.
- To evaluate how these materials can be used to facilitate conversations about child development with parents of the children.
- To understand how these materials could be modified to improve their effectiveness with child care providers and what level of training is needed to effectively use these materials with parents.

Why are Developmental Milestones Important?



- **Developmental milestones are behaviors that most children can do by a certain age.**
- **They act as markers across the course of typical child development.**
- **Developmental milestones examine how a child learns, plays, speaks, and behaves at a specific age.**

**** All children develop at their own pace and some children will reach milestones at a slightly earlier or later time. ****

Developmental Milestone Domains



- **Social and Emotional**
- **Language and Communication**
- **Cognitive**
- **Movement and Physical**

Developmental Milestone Materials to be Evaluated



- **Interactive Milestone Checklist**
- **Milestone Moments Booklet**

Your Child at 1 Year

Child's Name _____

Child's Age _____

Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 1st birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What most children do at this age:

Social/Emotional

- Is shy or nervous with strangers
- Cries when mom or dad leaves
- Has favorite things and people
- Shows fear in some situations
- Hands you a book when he wants to hear a story
- Repeats sounds or actions to get attention
- Puts out arm or leg to help with dressing
- Plays games such as "peek-a-boo" and "pat-a-cake"

Language/Communication

- Responds to simple spoken requests
- Uses simple gestures, like shaking head "no" or waving "bye-bye"
- Makes sounds with changes in tone (sounds more like speech)
- Says "mama" and "dada" and exclamations like "uh-oh!"
- Tries to say words you say

Cognitive (learning, thinking, problem-solving)

- Explores things in different ways, like shaking, banging, throwing
- Finds hidden things easily
- Looks at the right picture or thing when it's named
- Copies gestures
- Starts to use things correctly; for example, drinks from a cup, brushes hair
- Bangs two things together
- Puts things in a container, takes things out of a container
- Lets things go without help
- Pokes with index (pointer) finger
- Follows simple directions like "pick up the toy"

Movement/Physical Development

- Gets to a sitting position without help
- Pulls up to stand, walks holding on to furniture ("cruising")
- May take a few steps without holding on
- May stand alone

Act early by talking to your child's doctor if your child:

- Doesn't crawl
- Can't stand when supported
- Doesn't search for things that she sees you hide.
- Doesn't say single words like "mama" or "dada"
- Doesn't learn gestures like waving or shaking head
- Doesn't point to things
- Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

Adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Sholev and Tanya Ramer Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2006, Elk Grove Village, IL: American Academy of Pediatrics.

www.cdc.gov/actearly | 1-800-CDC-INFO



Learn the Signs. Act Early.

Your Child at 1 Year

Talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What children do at this age – and how you can help their development.



Social/Emotional

- ❑ Is shy or nervous with strangers
- ❑ Cries when mom or dad leaves
- ❑ Has favorite things and people
- ❑ Shows fear in some situations
- ❑ Hands you a book when he wants to hear a story
- ❑ Repeats sounds or actions to get attention
- ❑ Puts out arm or leg to help with dressing
- ❑ Plays games such as "peek-a-boo" and "pat-a-cake"

Language/Communication

- ❑ Responds to simple spoken requests
- ❑ Uses simple gestures, like shaking head "no" or waving "bye-bye"
- ❑ Makes sounds with changes in tone (sounds more like speech)
- ❑ Says "mama" and "dada" and exclamations like "uh-oh!"
- ❑ Tries to copy words
- ❑ Begins to talk in a way that is like a conversation

How you can help your child learn and grow

- ➔ Give your child time to get to know a new caregiver. Bring a favorite toy, stuffed animal, or blanket to help comfort your child.
- ➔ In response to unwanted behaviors, say "no" firmly. Do not yell, spank, or give long explanations. A time out for 30 seconds to 1 minute might help redirect your child.
- ➔ Give your child lots of hugs, kisses, and praise for good behavior.
- ➔ Spend a lot more time encouraging wanted behaviors than punishing unwanted behaviors (4 times as much encouragement for wanted behaviors as redirection for unwanted behaviors).
- ➔ Talk to your child about what you're doing. For example, "Mommy is washing your hands with a washcloth."
- ➔ Read with your child every day. Have your child turn the pages. Take turns labeling pictures with your child.
- ➔ Build on what your child says or tries to say, or what he points to. If he points to a truck and says "t" or "truck," say, "Yes, that's a big, blue truck."

Cognitive (learning, thinking, problem-solving)

- Explores things in different ways, like shaking, banging, throwing
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How you can help your child learn and grow

- Give your child crayons and paper, and let your child draw freely. Show your child how to draw lines up and down and across the page. Praise your child when she tries to copy them.
- Play with blocks, shape sorters, and other toys that encourage your child to use his hands.
- Hide small toys and other things and have your child find them.
- Ask your child to label body parts or things you see while driving in the car.
- Sing songs with actions, like "The Itsy Bitsy Spider" and "Wheels on the Bus." Help your child do the actions with you.
- Give your child pots and pans or a small musical instrument like a drum or cymbals. Encourage your child to make noise.
- Provide lots of safe places for your toddler to explore. (Toddler-proof your home. Lock away products for cleaning, laundry, lawn care, and car care. Use a safety gate and lock doors to the outside and the basement.)
- Give your child push toys like a wagon or "kiddie push car."

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

Methods



- **Participants**

- Child care providers (lead teachers)
- Parents of children attending the center will also be recruited to participate.

- **Setting**

- Easter Seals Child Development Centers in Tampa, West Palm Beach, and Miami

Methods



- **Procedures**

- Participating Sites were assigned to 3 arms of treatment

- ✦ Milestone Moments Booklet (MM)
- ✦ Interactive Milestone Checklist (MC)
- ✦ Control condition

- Material Drop

- ✦ All participants will complete a questionnaire prior to beginning and at end of the study.
- ✦ Participants in the MM and MC groups will receive the materials (MMM or MC) and a brief orientation for how to use the materials.

Methods



- **Procedures (cont)**
 - **Focus Groups**
 - ✦ Focus groups will occur at the end of the study with all child care providers (lead teachers)
 - ✦ Focus groups will also occur with parents at each site

Study Design



- This study will use a qualitative case study design. Data collection will include:
 - Focus-group interviews
 - Review of print and other audiovisual materials the center uses to communicate with parents
 - Pre-and-post survey

Study Design



- The process of data analysis for this qualitative case study will include preparing the data, exploring and coding the data, developing description and themes, and validating the findings using methods explained above such as member checking, data triangulation, external audit, and negative case analysis.
- Because data are qualitative, no statistical analysis is required. The qualitative Atlas software will be used for data analysis.

Using Positive Parenting to Teach Child Development



Questions and Comments