Lesson 2 – SEEN

Full Transcript

Slide 1 - 00:02

Hello and welcome back to lesson two of the SEEN Oxford Project looking at brain development in the early years. My name is Louise Auckland and I'm the lead researcher on the program and today I'm going to take you through lesson two: caregivers in the early years. Again, this lesson is accompanied by a student information sheet that contains all the links for the videos and the questions and space for you to be able to put your answers in so that you can mark them later in the lesson so make sure that you've got access to that file alongside this recording. So, let's begin.

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So, our learning objectives for today are to describe the importance of early years development for long-term health. So, we'll be touching on that a little bit. We'll be developing that a little bit further in lesson three. Our main focus for today will be to describe how parents and caregivers can support brain development in the early years.

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So, throughout today's lesson we'll be thinking of a caregiver as anybody who is caring for a child aged naught to five. So, it could be a parent, it could be a grandparent, a key worker in a nursery or child care provider or in the home. It could be a sibling, someone with a younger brother or sister that's aged naught to five or a friend or an auntie or uncle, so you get the idea it's something quite broad but anybody that is caring for a child aged naught to five.

And the first question I'd like you to consider is what do caregivers do to promote healthy development from conception, so that's the start of pregnancy, to age five? So, anything that they do. I'd like you to think about it and note down your ideas on your student sheet. So just pausing the video for a few moments and when you're ready you can come back and press play and continue.

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So, now that you've had those ideas, we'll revisit them later at the end of the lesson but there is an option here to get some ideas yourself by watching the brain matters video. This is a series of lots of videos that you can watch in your own time if you want to. Again, as I say, it's optional because we're about to go on and watch a few videos and you have the link in the student instruction sheet. So, this is an additional source of information if you want to use it when you're doing the activities that come up soon in the lesson.

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So, moving on for the moment, let's just have a little bit of a think about why this is so important, why is it important as to what caregivers do to encourage brain development in the early child's years. So, research has shown that the first 1001 days, so that's pregnancy to two years, are critically important for a child's development. It provides the foundations for physical health and emotional well-being. And during this period the brain is actually developing incredibly rapidly and it is very sensitive to experiences that a young person has during this time. Research has shown that responsive caregiver infant relationships are very influential during this sensitive period.

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So, bearing that in mind what can caregivers do to support child development? We're going to watch four videos and you have these links on your student sheet as well, so if you prefer you can watch them in your own time and work through each one in turn. As you watch them be thinking about what are the main learning points for caregivers in this sense, so for parents, for friends, for aunts, for uncles and for older siblings, what should they take away from the video that would help them to care for a young child? And on your student sheet you'll see that there's space to write your ideas so if you wanted to have that ready whilst watching the clips then you can do that. And just a reminder you do have these links yourself but we'll watch each one in turn. So, we're going to start with something called serve and return interactions.

04:48

**Serve and return interaction Video**

Speaker 1 (Narrator):

We're now learning about the many ways in which solid brain foundations are built and maintained in a developing child. One important way is through what brain experts call serve and return interactions. Imagine a tennis match between a caregiver and a child but instead of hitting a ball back and forth across the net, various forms of communication pass between the two. From eye contact to touch, from singing to simple games like peekaboo.

Speaker 2 (Judy Cameron):

The child serves, or indicates there interested in something, the adult who's attentive to that child returns that interest. That ramps up the child's enthusiasm and they do the activity again so when they're learning to read, the child shows an interest in a book. The adult sees that and reads to them, the child gets all excited and tries reading back, and then the child's using those circuits that underlie reading over and over again, driven by the enthusiasm of the interaction with the attentive adult.

Speaker 1 (Narrator):

The response and attention a child receives from an adult when they are practicing certain social, emotional and physical skills goes a long way to sparking that child's own excitement with learning and repeating certain actions.

Speaker 2 (Judy Cameron):

The child gets positive feedback from the adult and they try harder, so they're using that circuit again and again. That circuit will really be sturdy and will form a sturdy architecture for later life function.

Speaker 1 (Narrator):

In order to build these sturdy circuits in a developing brain, it's crucial for caregivers to actively engage with the child. Prolonged passive activities such as leaving a child alone in front of a television or merely holding the child without eye contact will not build solid brain architecture.

Speaker 2 (Judy Cameron):

Without serve and return attentive adult interactions, the child's much less likely to undertake a lot of these activities and their brain won't develop as well.

Speaker 1 (Narrator):

Serve and return interactions repeated throughout a young person's developing years are the bricks that build a healthy foundation for all future development.

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Okay so there you have the first video clip ‘Serve and Return’ you may want to pause the video at this stage and take some time to just write down some key learning points for caregivers from that video clip.

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Let's take a look at our second clip and this one is around baby talk. Again, reminding yourself that what they're after is for information about baby talk and how the caregiver can make sure that development …(inaudible).

08:05

**Baby talk: Mini Parenting Master Class video**

"Hi! My name is Dr. Marina Kalashnikova and this is my Mini Parenting Master Class on baby talk. I am a researcher and I study how babies learn language.

What is baby talk?

Baby talk is much more than just a silly and cute way of talking to babies. Actually, baby talk is more about how we say things. When parents or other caregivers use baby talk, they use normal language. But they make it simpler: they repeat words a lot and speak slower.We also exaggerate our facial expressions when we talk to a baby. So, for example, we open our mouths wider, we raise our eyebrows, and we smile a lot.

So, a baby can not only just hear baby talk, but they can also see it.

Why is baby talk important?

Parents should immerse their babies in speech. Listening to more baby talk helps babies build their own language abilities. Baby talk works like a spotlight – babies hear a lot of sounds around them. But when they hear baby talk, they know that it’s time to start listening and paying attention.

This happens for two reasons:

First, baby talk is easier to listen to. When babies are very young, they do not understand the meanings of words. But they hear the exaggerated pitch in baby talk and they learn from it.

Second, babies like listening to baby talk. They like the exaggerated melodic patterns and the positive emotions in baby talk. This helps them pay more attention to it, compared to speech that we use with adults.

When should I use baby talk?

When we see a baby, most of us instinctively use baby talk. But it still does not come naturally to everyone. Parents should start practising baby talk from early on so they can learn what type of baby talk to use. The best time to practise baby talk is when you engage in daily routines with your baby. For example, when you’re feeding, bathing, or playing with your baby. If you want to add a little more variety to what you say, you could also try describing pictures in books or describing your baby’s favourite toys, which they would like very much.

Baby talk helps babies establish a special bond and connection with their parents, which makes them feel loved, safe, and comfortable. Baby talk also stimulates babies’ brains, preparing them for the difficult task of learning language. Protection and stimulation are two of the three things that are very important for early brain development. The third one is healthy eating or nutrition. Together, we call them “Eat, Play, and Love”."

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Okay, so then we have the second of our clips around baby talk and although there was talk of it being for parents, remember these ideas will be similar for any caregiver. So, baby talk is just as important for caregivers that may be with a child for a number of hours in a day or fairly regularly.

11:37

Our next clip we're going to watch is about playful learning so let's see what caregivers can do to support child development through playful learning.

12:00 ---

**Playful Learning Video**

*On screen and read* ‘What can (adults) caregivers do to support child development?’

*On screen and read* ‘Joining in the game’.

Play isn’t just about having fun, it is an important part of a child’s development, promoting brain development and learning.

* Children playing with kitchen utensils outside with sand/soil. The caregiver joins in with actions and verbal communication.

Caregivers can support learning through play in many ways. Here the caregiver is joining in with creative and make-believe play. She is showing that she is interested through her eye gaze and joins in the game with comments sharing that she is hungry.

*On screen and read* ‘Following the child’s idea of how to play with the equipment’.

*On screen and read* ‘Labelling what is happening helps children build their vocabulary of words and shows the caregiver is paying attention’.

Notice how the key worker follows the child’s lead about how he wants to play with the stones. She labels what is happening and she joins in, copying him.

* Child gently dropping/throwing stones in a pit of big and small stones and the caregiver copies, taking turns.

This shows him she is really part of his game.

*On screen and read* ‘Learning to take turns while having fun’.

In this fun game, the caregiver is also teaching the child how to take turns.

* Caregiver plays peekaboo type game, doing it once then allowing the child time to copy, engaging excitedly with the child.

Caregiver has a go, and then the child has a turn.

*On screen and read* ‘Even very small babies can learn about taking turns’.

*On screen and read* ‘Fun games a can also help children learn to focus and concentrate’.

The repetitive nature of the game encourages turn taking and teaches the foundations of language and how conversation work.

* Caregiver playing peekaboo with engaged excited baby.

You can see how the baby’s attention is held by the expectation about what will happen next.

This helps him build his concentration skills and he shows his enjoyment though squeals and excited waving of his arms.

*On screen and read* ‘Describing what is happening helps children know you are paying attention and helps develop their language skills.’

The caregiver is following the child’s idea of the game and facilitating the play by helping the toys get into the bag.

* Caregiver holds open bag for young child to fill with talks and asks what else will fit in the bag, confirming the child’s statement that certain toys are too big.

The care giver is reinforcing the child’s language by describing what they are doing.

*On screen and read* ‘Caregivers can build on what children are doing to help them learn’.

*On screen and read* ‘Almost anything can be a toy!’

*On screen and read* ‘Showing interest helps children know they are important and builds the relationship between the caregiver and child.’

Mum extends Dexter’s experience by demonstration and conversation.

* Mum and Dexter are on a beach. Mum uses her hands to make a pile of sand in front of Dexter.

And sometimes it’s the carers role to step back and let the child play independently.

* Dexter rubs small stick on a large piece of wood.

She watches him explore with his stick. Notice how delighted he is to look up and see that she is there so he can share his joy with his mum.

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So, that's clip three, playful learning. So, lots of great ideas there as to things that caregivers can do to promote child development through play. And our final film is about executive function and self-regulation. Again, a reminder that all these clips are available to you on the student sheet if you wish to watch them yourself in your own time or to go over bits again.

17:40

**Executive Function**

* Transcript unavailable.

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Okay, so then you have the final film of the four, executive function and self-regulation. So, if you like you can pause now and make a few notes or we can move on to how we're going to use this information.

Slide 7 - 21:45

So, you should by now have a few notes of what caregivers can do and there's a chance now to apply your knowledge. There are three choices here: a child observation sheet about playful learning, there's 10 top tips for caregivers, so where you use the information you've gathered to write 10 pieces of advice for caregivers whether that's a key worker in a nursery or parents to be, or you could write a public health leaflet, so similar to something that might be given out at an antenatal appointment so when someone's pregnant and gone to the doctors or that might be on a poster or displayed somewhere in a nursery for instance. So, three choices here. The first of those the playful learning child observation, I'm going to go through with you now and this is the one that's on the student instruction sheet. However, your teachers may have chosen to give you one of the alternative activities there.

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So, let's have a look at the playful learning child observation. A really good way to develop the skills of a responsive caregiver is to actually imagine what the child is thinking at any point in time. So, as they're playing trying to really get into their heads and think what might they be thinking now. So, in order for us to practice this and drawing on the skills that you've learned by watching those videos, we're going to watch a clip of Iris with her sister Lyra. It's only about 40 seconds long and the link is included in the student help sheet so you can watch it again as many times as you need to. The idea is that you're going to imagine what thoughts are in Lyra's head and Lyra is the baby. So, an example is on the right here where you've got Lyra waving her arms around at the moment and she's saying ‘oh I want to see what's on the next page’. So, she's quite excited and keen to see what's on the next page.

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And now there are actually three points that you're asked to have a think about what's in Lyra's head. At 11 seconds, 17 seconds and 33 seconds. So, it's important to watch the video so you can see what's happening in the run-up to this moment and maybe what happens immediately afterwards. So, what is it that's happening in Lyra's head at these three points? The other thing you're being asked to do is think about what advice would you give Iris. So, in this case Iris, her older sister, is actually acting as a caregiver in this moment. There may well be other adults in the room, but what advice could you give to Iris that might help her um support the development of her younger sister Lyra.

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So, we'll just go back here and we'll watch the clip so you've got an idea of it. So, you can always replay it on this video but a reminder that you do have this clip yourself in the student instruction sheet.

24:33

**Lyra and Iris Video**

Description of events:

Iris (a 3 year old child) sits next to Lyra (an 8 month old baby). Iris is speaking gently to Lyra and saying her name. Iris holds a book between them and pushes it slightly towards Lyra allowing her to turn the page. Iris responds in an encouraging tone. Iris lifts the book up slightly to read it. Lyra pushes the book down a little. Lyra then flaps her hands and makes a noise.

Iris closes the book and picks up a different book, asking Lyra if she would like that one. Iris plays with/moves an adjustable part of the cover. Lyra watches this quietly and leans in before flapping her arms and making a noise. Lyra then reaches out to the book to copy Iris, but Iris gentry pulls the book away. Lyra continues to flap her arms and make noises.

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Okay so it's quite a short clip, so you may want to watch it a few times. You may want to try and stop it at 11 seconds let's just get the timings up: the 11 seconds 17 seconds and 33 seconds. Pause the video and have a go at writing what you think Lyra will be thinking at that point in time. And these three bubbles are all on your student instruction sheet along with underneath the question what advice would you give to Iris? So, if you want to pause this pre-recorded lesson now try and complete that activity and then we'll come back and we'll go through and look at some of your ideas.

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Okay so welcome back, hopefully you've got a few ideas now of what Lyra might be thinking in these bubbles and what advice you'd give based on the things that you've learned from the four videos we watched earlier. Now obviously there's a huge range of examples that we could put in these so I've just pulled out a few but I might verbally say a few others.

Slide 9 - – bubbles filled 26:14

So, in this first one at 11 seconds I've put in here ‘Can I see? Can I have a go? What's that?

Look Iris! I love this drawing. I wonder what it feels like’. What it feels like because she's leaning forward and is quite interested in the book and wants to touch it. So, you may have some other things in there that you've done but most of them associated with this idea that she really wants to get involved and move forwards into the book and to touch the book.

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Now at 17 seconds, it's a slightly different situation in that Lyra is beginning to get quite frustrated and she's waving her arms around. So, she's saying it I've put these ideas here ‘Why can't I look at the book? I really wanted to have it and Iris won't let me. It is so frustrating! If I wave my arms around and cry a bit she might realise or she'll realise’. So, you may have something around that idea but this idea that she's getting frustrated because she wants to have a look at the book. She can see that her older sister Iris is getting excited about them but she's not able to access that. So, she's trying to communicate that.

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And at 33 seconds, what I've popped in my little thought cloud here is ‘Iris is stroking the book, I want to have a go. Something is moving on the page that looks like fun. I'm going to try that’ and Lyra leans forward to touch the book. So, she can see her sister moving things around on the page and she's getting excited about that and wants to engage with it. So, something about what is my sister doing that looks fun and I'm going to try that too.

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Now again the advice, there's plenty of advice you could pull from those films that we looked at earlier remember those serve and return interactions and we've also had the playful learning and things that can be done in terms of repeating words talking to about the book and so on. So, I said trying to respond to what Lyra wants. So, looking at Lyra and having a think about what is it that she wants.

Now bear in mind Iris is still very young, so that's going to be hard for her to pick up on that. But this isn't feedback we're actually going to give to Iris, so feel free to have a think about um some other ways in which she could be a caregiver here. She may want to make eye contact with um Lyra, look at her body movements and listen to her to see what she's looking for. So really being responsive to what um Lyra wants. I've said here notice when she's reaching for the book and let her take it. Show that you're interested, you might say ‘oh would you like to have a look at the next page Lyra’ because she's trying to look at the next page or ‘oh would you like to have a go Lyra?’ as she leans forward. So, being responsive to what Lyra would like. So, let her turn the page over, maybe move closer so that she can see and touch the book. Now obviously Iris is very young and is pulling the book towards herself but with a little bit of prompting she might turn around and show the book to her sister and in fact if I'd let the clip go on even longer that's exactly what she goes on to do.

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So, you could maybe pass the book over Lyra and help her by holding her on your lap or responding to her and saying ‘oh look at this isn't doesn't this feel nice you have to go’ and so on. So just a few ideas there that you may have come up here with your own from earlier on.

Slide 10 - 29:29

So, the last part of this lesson is just thinking about what have we learned today. So, thinking back to those four clips that we've gone through and the activities that you may have done to see if you could apply some of that knowledge. And what I'm asking you to do is think about what will you do differently the next time you interact with a naught to five year old. So, that might be later on today if you have a naughty five-year-old in your household or it might be when things are a little bit freer and we're able to move around a bit more and you're able to see aunts and uncles with their children and relatives or just simply friends. So, see if you can think of three things that you might do differently than next time you interact with a naught to five-year-old and jot those ideas down on your student sheet in order to finish this lesson. So, you can do that now, three things that you might do differently next time you interact with a naught to five year old based on the learning that you've had from today's lesson.

Slide 10 - 30:33

And that's the final activity for today's lesson so thank you very much for taking part and I look forward to seeing you in our final lesson three.