

TABLE OF CONTENTS

Recognizing the Relationship between Play and Cognition

Pre-Competency Assessment A	1
Overview Story	2
Learning Activity	4

Creating Environments That Provide Infants and Toddlers With Disabilities Opportunities to Explore

Pre-Competency Assessment B	7
Overview Story	8
Learning Activity	10

Using Daily Activities and Routines to Promote Secure Relationships

Pre-Competency Assessment C	13
Overview Story	14
Learning Activity	16

Summarizing Progress

Learning Activity: Using What You Know	19
Learning Activity: Your Own Experiences	22
Learning Activity: Implementing New Ideas	24

LEARNING ACTIVITY

Recognizing the Relationship Between Play and Cognition

Directions

- READ the stories below.
- CIRCLE the answer to the question about each story. You may refer to the *Cognition—Children Learn By Playing* Module to help you complete this activity.
- COMPARE your answers with the Answer Key on the next page.
- DISCUSS any discrepancies with your colleague.

1. Ebony is 19 months old. She has recently started dropping toys from her high chair. She follows the toy with her eyes and cries until her teacher puts it back on her tray.

What should Ebony's teacher make of her behavior?

- a. She just wants attention. The teacher will spoil her if she keeps giving her the toy. She should ignore Ebony and leave the toy on the ground.
- b. Ebony needs to take better care of her things. The teacher should take the toy and tell Ebony that she can't have it back until she learns to behave.
- c. Ebony is figuring out that she can make things happen in her world. Her teacher needs to tell Ebony how proud she is that she's figuring that out, and give Ebony other opportunities for making things happen.

2. Jamal, who has Down syndrome, is 24 months old. Everything goes into his mouth.

His teacher should:

- a. Remove all objects from his reach until he outgrows this disgusting habit.
- b. Provide safe objects of various shapes and sizes for Jamal to explore.
- c. Scold him each time he puts something in his mouth.

3. Luisa has multiple physical and developmental disabilities. Although she is 30 months old she has not begun to speak. In the last few weeks her mother has complained about how noisy Luisa is. The child keeps banging her toys and anything else she can get her hands on.

Her teacher should tell Luisa's mother to:

- a. Respond to Luisa's noise by saying, "You like all the different noises you can make, don't you?" and provide her with opportunities to bang on things safely.
- b. Take the object or toy away from Luisa and tell her that she can't have it back again until she can use it properly.
- c. Slap Luisa's hand and take away the toy or object. Put her in time-out until she calms down.

4. Jorge has cerebral palsy. As a result, he can't grasp toys and objects the way other children his age can. His teacher is worried about how this will affect his sense of competency and his understanding of cause and effect.

She should:

- a. Keep him with younger children so he doesn't feel bad about what he can't do.
- b. Give him a little mitt with a Velcro patch on it, and attach Velcro to some of his favorite toys. That way he can grab onto them and shake them the way the other children do.
- c. Wait and see if he develops a better grasp as he gets older.

5. Marcus is a two year old showing signs of autism. He is slow to try new things. Recently he began tearing paper.

His mother should:

- a. Keep him in a playpen or some other restricted area so he can't get into everything.
- b. Tell him he needs to stay out of other people's things. Scold him for being a bad boy.
- c. Provide Marcus with toys like interlocking beads or puzzles that come apart and go back together again.

Continued