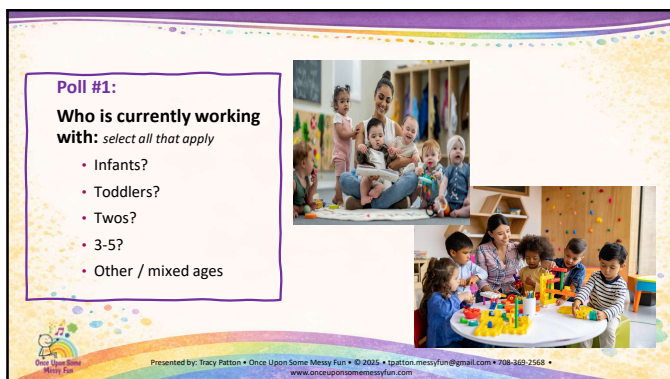




1



2



3

Reflection Question:

Raise a hand 🙋 (emoji) if you've ever said,
'Why is he/she doing this?!'

Now, send up a heart ❤️ reaction if...
**no one ever really taught you
 how to answer that question.**

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4

Poll #2:

**Developmentally, which EC age group has the
 GREATEST impact on Kindergarten Readiness**
 (select one)

- Infants?
- Toddlers/Twos?
- Threes?
- Fours/Fives?

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Today's objectives:

To reinforce the
impact 0-2 HVs/
teachers make in ECE

To identify 0-2
milestones, document
and collect data and
empower staff/parents
to make EI referrals.

To identify DAP for the
age of child and adapt
activities appropriately

How do you feel about your work?

Are you supported? ❤️

Do you feel that you fully understand Infant/Toddler needs? 🙋❤️

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Objective #1:

To reinforce the impact infant-toddler teachers make in ECE.

EARLY CHILDHOOD BRAIN DEVELOPMENT



SCIENCE SHOWS
80% of brain growth
happens by the age of 3!



Brains develop like muscles, getting bigger and stronger as caretakers interact with their infants and toddlers.

90%
of the brain is developed by the age of 5.

60%
of a baby's energy goes to it's developing brain.

A piece of brain tissue the size of a grain of sand contains
1 billion synapses.

MORE THAN
1 MILLION
new neural connections are formed each second during the first several years of a child's life.



family connection

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“Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid.”

Albert Einstein



Why is this important?

If daily activities, curriculum and “lesson plans” are not based on developmental milestones and developmentally appropriate practice, we:

- lose the opportunity to accurately assess development,
- might think children are delayed when they can't successfully complete a task,
- it may impact **behavior** creating an unwillingness to try,
- and potentially miss critical early intervention services.

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NEWBORNS & INFANTS:

Poll #3: Can you spoil an infant by holding them too much?

- YES!
- Absolutely not!
- I'm not sure...
- Sometimes / It Depends

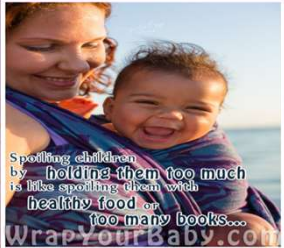
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9

3

NEWBORNS & INFANTS:

Poll: Can you spoil an infant by holding them too much? *NO!!!*



Spoiling children by holding them too much is like spoiling them with healthy food or too many books...
WrapYourBaby.com

If you always help them when they cry, then they'll never learn to calm on their own. then their brain will learn to effectively respond to stress, giving them the capability to self-regulate in the future.
@babiesandbrains

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NEWBORNS & INFANTS:

The Myth of Spoiling: Separating Fact from Fiction

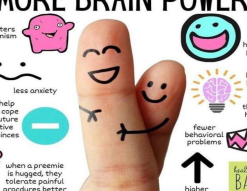
Many parents still hear: "If you pick them up every time they cry, you'll spoil them." But science robustly refutes this idea. Instead, it shows:

- Babies cannot be spoiled by receiving too much affection or attention—infants are hardwired to need frequent physical closeness.
- Responding to a baby's cry with cuddles nurtures security and builds trust.
- Physical contact teaches babies that caregivers are reliable, fostering emotional resilience for years to come.
- Cradling, rocking, and responding to your baby's needs builds a secure attachment. Far from raising 'clingy' children, research links attentive parenting in infancy with greater independence and confidence later.

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**MORE HUGS
MORE BRAIN POWER**



bolsters optimism
less anxiety
hugs help babies cope with future negative experiences
when a preemie is hugged, they tolerate painful procedures better

happier babies
baby's brains grow when they are hugged
fewer behavioral problems
higher self-esteem

BENEFITS OF HUGS

- Builds trust and safety
- Boosts dopamine and serotonin
- Relaxes your muscles
- Increasing self-esteem
- Can be a form of communication
- Reduces blood pressure

HUGS AREN'T JUST FOR KIDS!

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MASLOW BEFORE BLOOM

If your students aren't well fed, don't feel safe and are in badly need of a hug, they don't care where my questions land on Bloom's. We must meet their basic needs FIRST.

"Students have to Maslow before they can Bloom." Desayne Reed

Maslow's hierarchy of needs

- Self-actualization
- Esteem
- Love and belonging
- Safety needs
- Physiological needs

Bloom's Taxonomy

- create
- evaluate
- analyze
- apply
- understand
- remember

In infant and toddler care especially, it is **CRITICAL** that our focus remains on MASLOW so they will be ready to BLOOM. **THIS is our focus.**

A child that feels safe, loved, is fed and rested will be ready to explore, learn and develop.

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Developmental Milestone Domains

- **Movement/Physical Development:** The milestones in this domain are about how children use their bodies for things like sitting, walking, and eating. This is further broken down into Gross and Fine Motor Development
- **Social/Emotional Domain:** This type of milestone relates to how children can relate to others and show emotion at certain ages, self-regulate/calm, self-care skills like feeding, toileting and dressing themselves.
- **Language/Communication:** Developmental milestones listed in this domain relate to how children express their needs, share their thoughts, and understand what is said to them. Also called Receptive and Expressive language
- **Cognitive (learning, thinking, problem-solving):** This domain concerns how children learn, solve problems, explore their environments, and use skills like counting and learning letters

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Poll #4:

Does your program document developmental observations and/or monitor/track developmental milestones for each child at least several times a year?

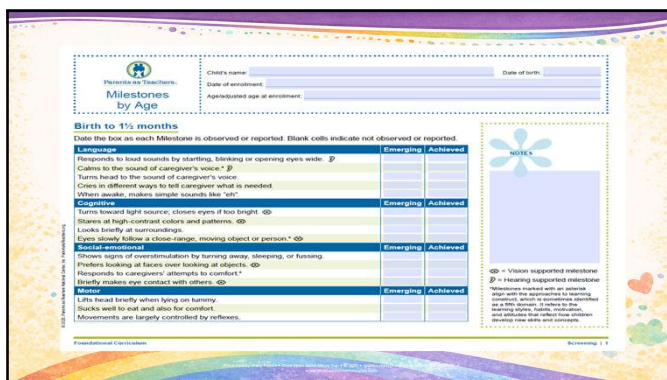
1. Yes: we use ASQ3/ASQ-SE2 or another tool
2. Yes: We use Teaching Strategies Gold and monitor with observations/checkpoints
3. Yes: we use a different tool but write observations
4. No: we do not track development or document observations

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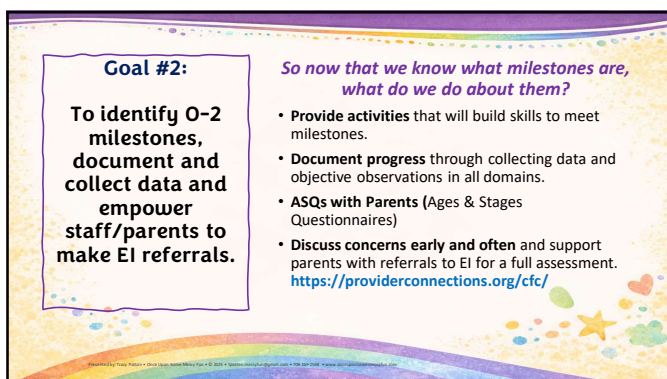
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[illegible]

17



18

How to find Early Intervention Services near you (USA & Territories only):
<https://www.cdc.gov/act-early/early-intervention/contact-information-by-state.html>

WHAT TO KNOW

- Early intervention is the term used to describe services and supports available to babies and young children with developmental delays and disabilities and their families.
- Each state, territory, or commonwealth has its own early intervention program and rules about eligibility and services. Contact the program near you to learn more.
- These publicly funded programs provide services for free or at reduced cost for any child who is eligible.



**A referral is *not* a label.
It is an *invitation* to learn more.**

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Toddlers & Twos



TODDLERS:

The face of a baby
 The attitude of a teenage girl
 And, the ability to go from angel to psychopath in 2.7 seconds flat.

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REASONS TODDLERS THROW TANTRUMS

- Frustration
- Overstimulation
- Hunger
- Seeking attention
- Testing limits
- Pets won't say "hello" back
- Asked for milk, and got milk
- Plate is red
- Can't use a fork to eat soup
- Wants a dog treat, too
- Not allowed to lick the toilet
- Tiredness




thecrauthomefamily.com

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What Tantrums Don't Mean:

- I hate you.
- You are mean.
- You are a bad parent.
- I'm a bad child.
- I'm manipulating you.
- I need you to meet every demand that I'm yelling.
- I need you to punish me.

What Tantrums Do Mean:

- I'm overwhelmed.
- I'm trying to tell you about a need I have.
- I'm possibly hungry, tired, overwhelmed, lonely, or angry and I don't know how to handle that yet.
- I need to learn a new way to ask you for this need when I am calm.
- I'm new at figuring out big feelings.
- My brain can't understand you when I'm feeling this much emotion.
- I need you to be calm so I can figure out these feelings.
- I don't want to be acting this way.
- I'm watching how you respond to my big feelings so I know how to respond next time.
- I love you and feel safe with you.

Social Emotional Learning and Development is CRITICAL in 0-3

"This is what's wrong with kids today!! Kids need punishment to learn their lesson!"

An emotionally attuned + regulated caregiver who will validate their inherent goodness and investigate the unmet need that led to the undesirable behavior.

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All Behavior Is Communication

In social-emotional learning, sensory play, and child development, we talk a lot about regulation, behavior, attachment, and communication.

- Big feelings often show up as behavior
- Stress and overwhelm reduce curiosity and connection
- Play, movement, and sensory experiences help children reconnect
- Regulation grows through co-regulation and safe relationships

Connection Comes Before Correction

- Relationships shape development
- Children learn best through connection
- Wonder-filled moments create emotional safety
- Everyday rituals become powerful learning opportunities

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Little ones experience TRAUMA too.

Children aged 0-2 may ...	Children aged 3-6 may ...
- Act withdrawn - Demand attention through both positive and negative behaviours - Demonstrate poor verbal skills - Display temper tantrums - Exhibit aggressive behaviours - Exhibit memory problems - Exhibit regressive behaviours - Experience nightmares or sleep difficulties - Fear adults who remind them of the traumatic event - Have a poor appetite, low weight and/or digestive problems - Have poor sleep habits - Scream or cry excessively - Show irritability, sadness and anxiety - Startle easily	- Act out in social situations - Act withdrawn - Demand attention through both positive and negative behaviours - Display an excessive temper - Be anxious and fearful and avoidant - Be unable to trust others or make friends - Be verbally abusive - Believe they are to blame for the traumatic experience - Develop learning disabilities - Exhibit aggressive behaviours - Experience nightmares or sleep difficulties - Experience stomach aches and headaches - Fear adults who remind them of the traumatic event

Wright, T. 2014. "Too scared to learn: teaching your children who have experienced trauma". PC: Young Children, vol. 69, no. 5, pp. 88-93. Adapted from the National Child Traumatic Stress Network (2014).

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Objective #3:
To identify **DAP** for the age of child and adapt activities appropriately



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ONE ACTIVITY, THREE AGES

Same Invitation. Different Experience. All Meaningful. ♥

THE BIG IDEA

Children don't need different activities. They need different entry points into the same experience.

INFANTS	TODDLERS	PRESCHOOLERS
explore the roots.	climb the trunk.	reach the branches.

One Activity. Different Materials. Different Supports. Different Expectations. *Every child can succeed.*

THE FIVE QUESTIONS

- What is the BIG idea?**
What concept or skill are children exploring? (e.g., colors, movement, cause & effect, nature, storytelling)
- How will children EXPLORE it?**
What will children do? (e.g., touch, build, pretend, create, investigate)
- How will I SCAFFOLD it?**
What materials, supports, and expectations will help each age be successful?
- What LANGUAGE will I use?**
How will my words match each age and extend their thinking?
- How can EVERY child be successful?**
What does success look like at each age? (Participation matters more than product.)

When we understand child development, we stop asking children to fit the activity and start shaping the activity to fit the child. ♥

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Scaffolding UP & DOWN

Scaffolding UP = add challenge

- Ask prediction questions
- Compare patterns
- Encourage storytelling
- Add counting/measuring
- Invite problem solving

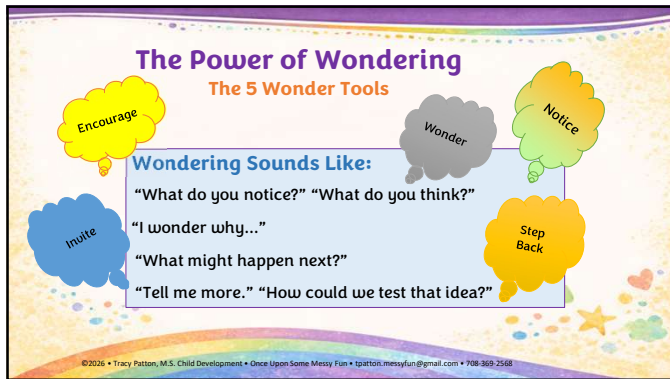
Scaffolding DOWN = simplify/add support:

- Give choices
- Model first (be careful not to become a play boss)
- Use gestures/visuals
- Simplify steps
- Support watching first



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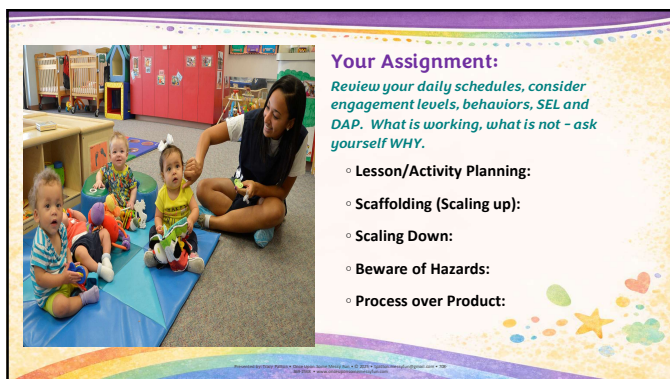
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Developmental Monitoring and Screening



All young children need both developmental monitoring and developmental screening. Together, these help ensure a child's development is on track and can help children and families get support for concerns. Both involve looking for developmental milestones, which are things that most children can do by a certain age.

	DEVELOPMENTAL MONITORING	DEVELOPMENTAL SCREENING
WHO	Everyone – families, other caregivers, and anyone working with young children	Healthcare and early childhood professionals trained in screening
WHAT	Look for developmental milestones	Look for developmental milestones
WHEN	Early childhood, especially from birth through 5 years	Developmental screening at least at 9, 18, and 30 months of age. Autism screening at least at 18 and 24 months of age. Additional screens can be done for concerns.
WHY	To help: • celebrate a child's development • talk about a child's progress with doctors, child care providers, teachers, and other professionals • learn what to expect next • identify any concerns early	To find out: • if a child needs more support; it is not always easy to know whether a child needs help with development • if further evaluation is recommended
HOW	With easy-to-use, free checklists – get yours at www.cdc.gov/Milestones	With a formal, validated developmental screening tool



All young children need both developmental monitoring and developmental screening.

Parents and families, the best person to track your child's development is you!

Share your child's [milestone checklist](#) and any related information from your child's care provider, teacher, or other professional with the doctor at every well-child visit.

Use the checklist that works best for you:

- [CDC's Milestone Tracker app](#), free from the App Store or Google Play
- [CDC's digital online checklist](#)
- [paper checklist](#) printed from www.cdc.gov/Milestones

What if a child is not reaching their milestones as expected, or families or providers have concerns?

Parents and families: Talk with your child's doctor about any concerns and ask about developmental screening.

Caregivers, child care providers, teachers, and other professionals: Encourage families to talk with their child's doctor about their child's development and ask about developmental screening.

For more information, go to www.cdc.gov/Concerned. Don't wait! Acting early can make a real difference.

Child development is a journey. Developmental monitoring and screening show you the way.

www.cdc.gov/ActEarly

1-800-CDC-INFO (1-800-232-4636)

Learn the Signs. Act Early.



Download CDC's free
Milestone Tracker app





Scan for Padlet: Workshop Flyers & Resources

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This handout is an educational adaptation created by Tracy Patton, M.S. Child Development, Once Upon Some Messy Fun, LLC. It synthesizes developmental research on constructive play and block building from Harriet M. Johnson (1933), Hirsch (1996), Johnson, Christie & Wardle (2005), Developmentally Appropriate Practice (NAEYC), and current developmental milestone guidance (CDC). The stage descriptions have been adapted for educational purposes and should not be interpreted as rigid developmental expectations.

Developmental Progression of Block Play

Stage 1: Exploring and Carrying Blocks



Stage 2: Stacking Blocks

Approximate developmental expectations
(individual variation is expected)

- Tower of 2 blocks: ~15 months
- Tower of 3-4 blocks: ~18 months
- Tower of 6-8 blocks: ~24 months
- Tower of 8-10+ blocks: ~30-36 months





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Stage 3: Making Bridges

Children are usually able to build simple 3-block bridges from the age of 3.

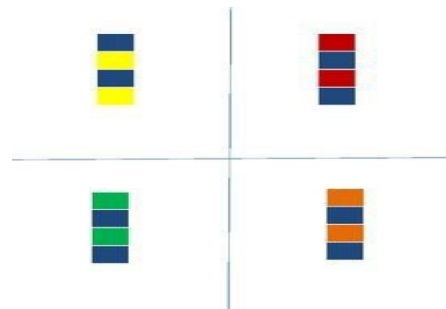


Stage 4: Making Enclosures



Stage 5: Making Patterns

This is the start of structures that include symmetry, patterns and balance. Blocks may be used in a decorative way.





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Stage 6: Constructing and Naming

In this stage of construction play, children often name their structure **after it is built**, showing that they are not yet planning their creations in advance, but their imagination and creativity are growing. Preschoolers are usually in this stage

Stage 7: Planning Constructions

Children usually say what they are going to build before they start, which shows their growing ability to plan and think before beginning a task.



Remember: Children rarely move through these stages in a perfectly linear order. They often revisit earlier stages while experimenting with new ideas.

Culture, previous experiences, available materials, adult interactions, and individual differences all influence how block play develops. **Block Play is early STEM play!**



One Activity, Three Ages Planning Wheel

Use this planning tool during training and in your classroom to scaffold one activity across developmental stages.

Activity: _____ Date: _____ Theme/Concept: _____

The Five Planning Questions

1. What is the BIG idea? _____
2. How will children EXPLORE it? _____
3. How will I SCAFFOLD it? (materials, supports, expectations) _____
4. What LANGUAGE will I use? _____
5. How can EVERY child be successful? _____

Planning Wheel

Planning Area	Infant	Toddler	Preschool
Materials			
Teacher Language			
Supports/Scaffolds			
Success Looks Like			

The Teacher's Role Changes: Be the SPARK, Not the SCRIPT

Infant	Toddler	Preschool
Provide experiences	Coach exploration	Extend thinking
Narrate	Model	Ask open-ended questions
Follow cues	Encourage independence	Facilitate problem-solving
Protect regulation	Support persistence	Encourage collaboration

SPARK WONDER:

'What do you notice?' • 'I wonder what would happen if...?' • 'Tell me about your idea.'

What Changes?

Not the activity.

The: • Materials • Vocabulary • Support • Complexity • Time • Expectations

Reflection Questions

- ☐ Could every child participate?
- ☐ Am I expecting development beyond their stage?
- ☐ Is process valued over product?
- ☐ Is there room for choice?
- ☐ Could children return to this activity tomorrow and discover something new?

Tracy's Planning Cheat Sheet

Instead of asking...	Ask this instead...
Is this too easy?	How can I deepen it?
Is this too hard?	What support would help?
What craft should we make?	What concept are we exploring?
How do I keep everyone busy?	How do I keep everyone thinking?
What should the final product look like?	What meaningful experiences can children have?

One Activity, Three Ages Examples

Use these examples as inspiration. The activity stays the same; the materials, teacher support, language, and expectations change to meet children where they are.

Bubble Play

Infant: Watch, track, reach, and pop bubbles. Adult narrates: 'Up...pop!'

Toddler: Blow, chase, stomp, and compare big/small or fast/slow bubbles.

Preschool: Experiment with different wands and predict which tools make the biggest bubbles.

Blocks

Infant: Hold, bang, stack two blocks, knock them down.

Toddler: Build towers, roads, bridges, and simple pretend play.

Preschool: Plan structures, solve building problems, work collaboratively, add measurement language.

Story Time

Infant: Look, listen, touch textures, sing repetitive phrases.

Toddler: Point, predict, repeat words, act out characters.

Preschool: Retell the story, sequence events, compare characters, invent a new ending.

Painting

Infant: Explore paint with hands or feet. Focus on sensory experience.

Toddler: Use rollers, sponges, cars, or brushes. Explore marks and colors.

Preschool: Plan artwork, mix colors, represent ideas, explain creative choices.

Nature Walk

Infant: Feel leaves, notice wind, listen to birds from a stroller or blanket.

Toddler: Collect treasures, jump in puddles, compare textures and smells.

Preschool: Sort findings, sketch observations, count, classify, ask questions, make predictions.

Remember

- ✓ One meaningful invitation
- ✓ Different entry points
- ✓ Different materials and supports
- ✓ Different questions
- ✓ Different expectations

*The goal is not for every child to produce the same result.
The goal is for every child to experience meaningful learning.*