



Impact of COVID-19 on Young Children's Socio-emotional Development

ARNEC Webinar: Young Children Amidst COVID-19 | 30th April 2020

Prof. Marc de Rosnay | Early Start | University of Wollongong | Australia



UNIVERSITY
OF WOLLONGONG
AUSTRALIA

Foundations of socio-emotional development

The importance of relationships and interactions



16 A few seconds later, and William's expression has brightened; Helen follows his change of mood with a smile.



17 Helen's smile broadens as William's active enjoyment of the conversation intensifies...

Attachment

Foundational Relationships

Key ideas

- Attachment is universal
- Attachment is a need

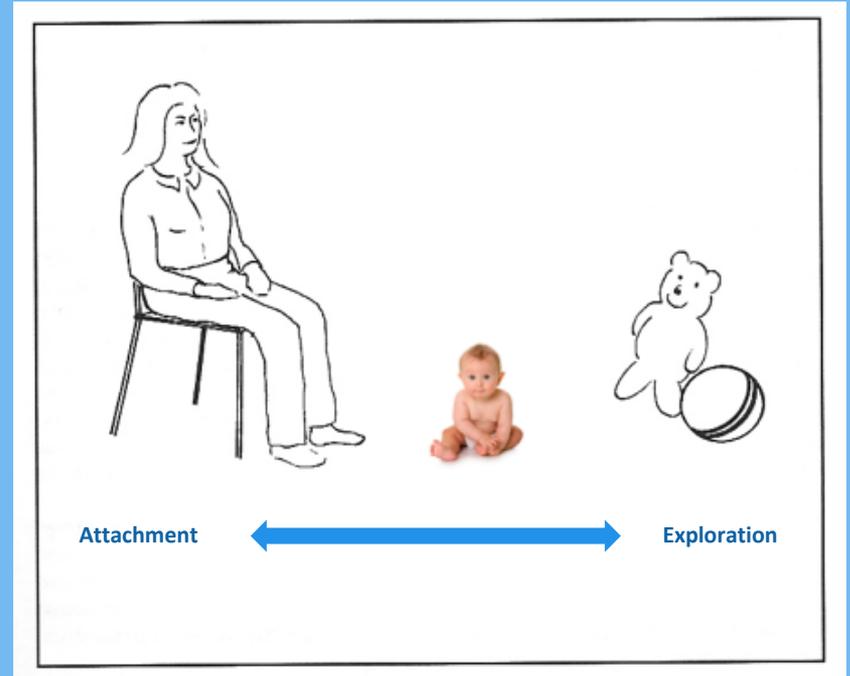


Attachment

Foundational Relationships

Key ideas

- Attachment is universal
- Attachment is a need
- Attachment forms the basis of our sense of *safety and security*
- Attachment provides us with a foundation from which to explore a potentially dangerous world!

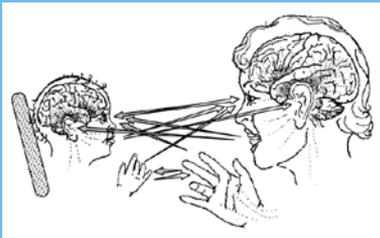


Interactions

Learning through and with others

Key ideas

- The infant and young child is 'built' to learn through interaction with others
- Even the very young infant produces and recognizes emotional displays as inherently meaningful
- Communicative interactions can begin in the first few weeks of life (assuming normal gestational period and birth) and quickly become dyadic



(Trevarthen & Aitken, 2001)



Interactions

Learning through and with others

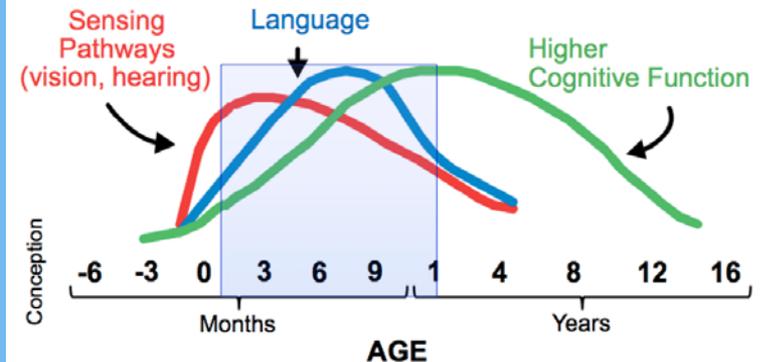
Key ideas

- The infant and young child is 'built' to learn through interaction with others
- Even the very young infant produces and recognizes emotional displays as inherently meaningful
- Communicative interactions can begin in the first few weeks of life (assuming normal gestational period and birth) and quickly become dyadic
- Long before infants can talk, they can learn *about* the world (people, places, things) from other people; *Social Referencing*
- Infant's *receptive* language ability far outstrips their *productive* ability; the architecture of language is in place by the end of the first year



Sensitive Periods and Synaptic Development

Importance of the first five years



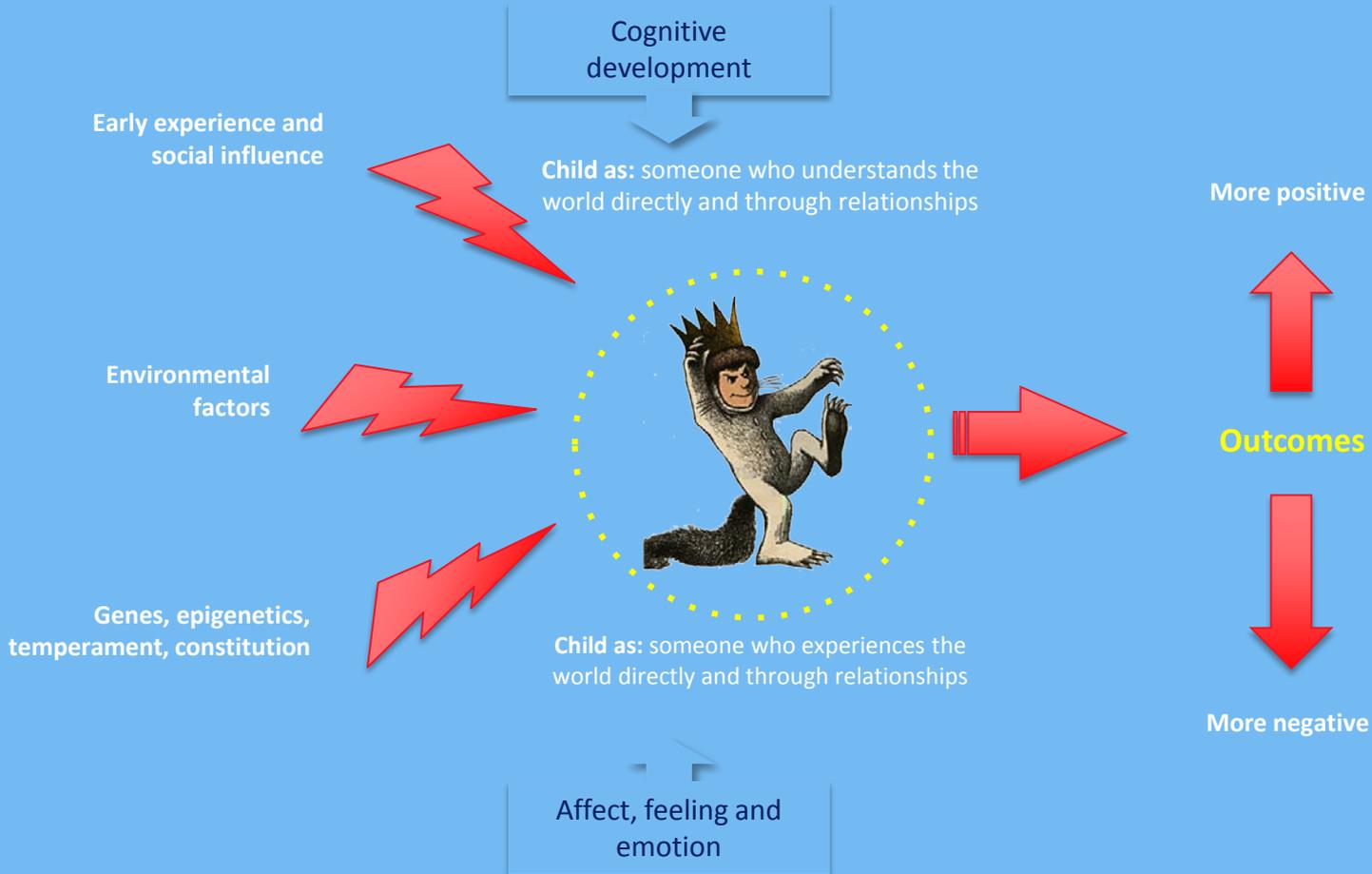
From Nelson (2000) *Neurons to Neighborhoods*

What is our conception of the young child?

Why it matters *how* we think about young children and their capacities



What is our conception of the young child?



What is our conception of the young child?



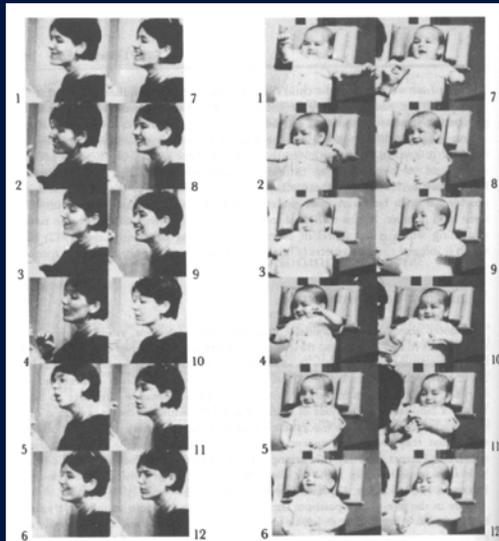
The conception of the young child that supports development is as a whole person with his or her own point of view, relationships, interests and experiences.

This child is someone who can quickly make his or her own contribution to social activity and take an interest in or find motivation in his or her own pursuits, and the pursuits of others.

This child is inherently intelligent and socially switched on to others.

Three big ideas

Observation, structure and communication



(Trevarthen, 1979)



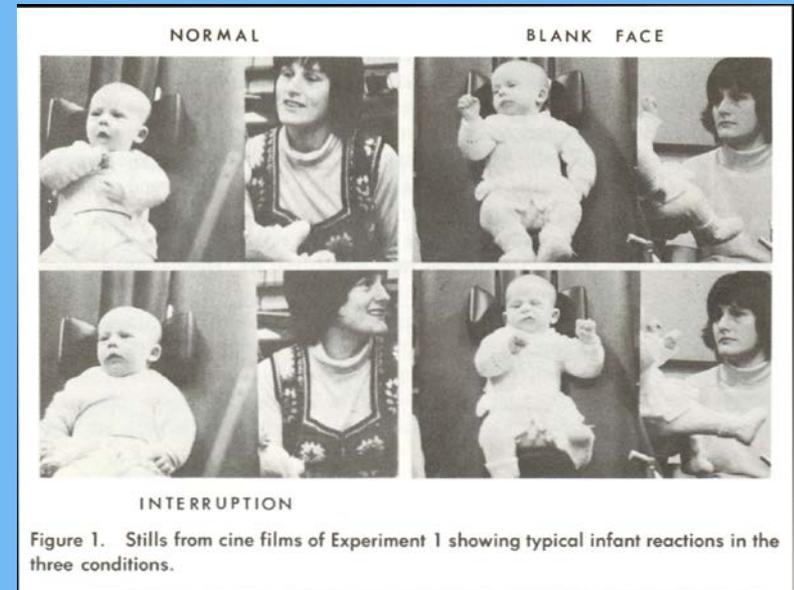
(Highscope Classroom, NJ, 2018)

Observation

A foundation for understanding children and the impact of our actions on children

Key ideas

- We can learn a great deal about children by taking a step back an observing their actions, listening to their questions, and giving them room to express themselves through play and other activities
- We can also learn a great deal about children (and ourselves) by reflecting on the impact of our own behaviors and communications on them
- Observation is not a magic tool to understand the minds of children, rather it helps us ask good questions about how they are interacting with and understanding the world
- In a COVID-19 world, we can use observation as a powerful tool to see the world from a child's point of view



(Murray & Trevarthen,, 1985)

Structure

A mechanism to establish a sense of safety and security, and give children a sense of control

Key ideas

- Young children are building up their self-regulatory abilities and their autonomy, these are major facets of their developing socio-emotional competence
- By providing children with appropriate and predictable structures – in terms of relationships, routines and environments – we support their sense of safety and security, and their emerging capacity to take responsibility for their own activities
- When children feel confident in the structures that support them, we can give them more autonomy and self-determination; supporting *resilience*
- In a COVID-19 world, many of the core structures that children depend on may have been violated or threatened; it is a priority to restore these as best we can



Communication

The tools we have to understand each other, express our needs, commune through shared experiences, and learn about the world

Key ideas

- Young children become better and better at understanding others; they build up a model of people as actors who do things because of their traits, desires, beliefs, knowledge, motives, etc.
- More than anything else, it is shared communicative interactions and language development that enable children to develop a sophisticated understanding of others; young children are learning how to communicate, and we can be their guides
- Young children are strongly influenced by the characteristics of the people around them and the ways in which they interact
- In a COVID-19 world, communication is a key tool to both transmit information AND help children come to terms with a complex world
- In a COVID-19 world, the characteristics and behaviors of the people children communicate with **are as important** as what they say





‘What happens if you and daddy die?’

Children of doctors and nurses have kept anguished journals, written parents goodbye letters and created detailed plans in case they never see their moms or dads again



The pointy end

Dealing with children’s difficult questions and their upsetting behaviors

Just like you, a child deserve to have his/her concerns and questions taken seriously.

It is sometimes difficult, however, to know how to respond to a child’s questions, which might be scary.

It can also be very upsetting when a child’s behavior deteriorates, especially when we might feel that we need them to behave ‘well’.

There is no perfect response to a child who is expressing distress, whether through their questions or their behaviors, but here are some good things to remember:

- Understanding takes time and a child may need to re-visit things again and again in his/her activities (e.g., play) and through his/her questions
- It is important to be honest with a child and reassure them in ways that are authentic
- Try not to burden children with your own anxieties, rather give them a framework to think about what is going on, and to express themselves

Socio-emotional development is a journey and we serve children well when we stand next to them and they trust us to provide them with care and information that helps them to come to terms with the world as it is.



UNIVERSITY
OF WOLLONGONG
AUSTRALIA

Ground floor, Early Start Building 21
Northfields Avenue, University of Wollongong

earlystart.uow.edu.au



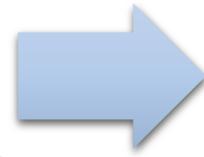


*Support children cope with stress and fear?
Listening to the voices of children*

Thuong Nguyen - Plan International Vietnam

Covid-19 epidemic in Vietnam

Jan 22 - April 25



Children affected

- 270 contracted
- 50 under treatment
- 220 recovered
- 0 death
- Test > 200k
- Quarantined > 52k

- 13 children age 0 – 18 (M 4 – F 9)
- All recovered, none from Plan Vietnam's working sites

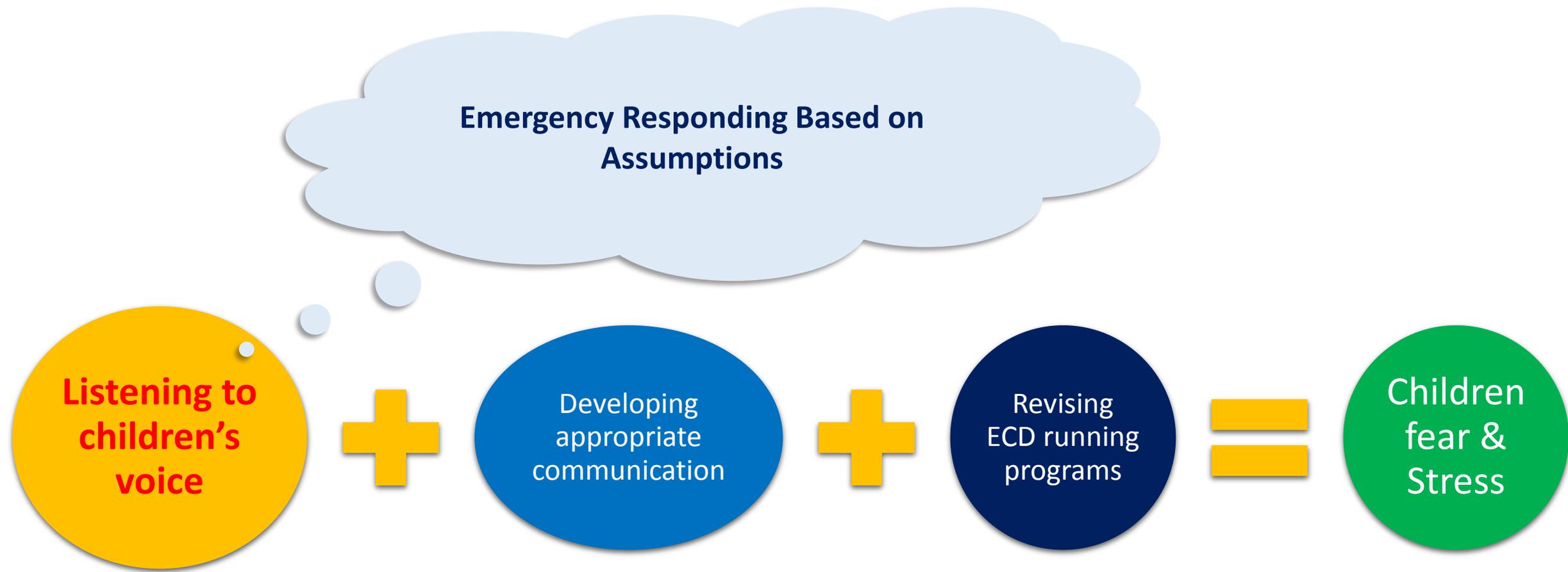
Schools closure since February

Strictly – totally social distancing

Overwhelmed with continuous and threatening news on media

Online teaching since Mar, but EM & mountainous children have limit internet access

Addressing Children's Fear and Stress



Listening To Children Voice

Facebook competition

- Self-participate of urban & rural children of all Plan Vietnam projects

Sponsorship Letters

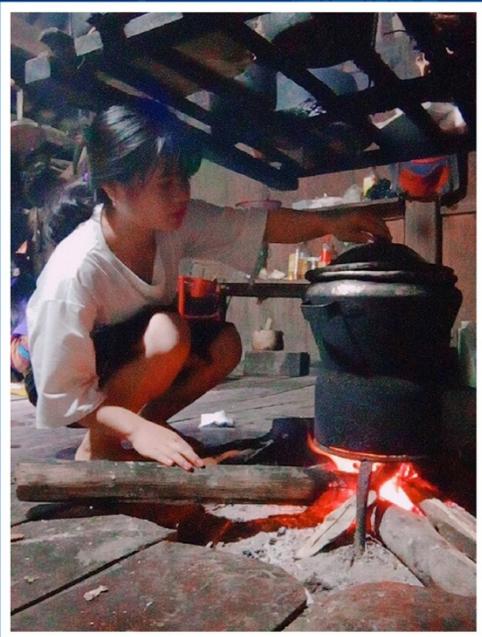
- Community volunteers collect from sponsorship children in rural areas

Telephone survey

- Plan Vietnam staff call to selected 100 ethnic minority children in Plan Vietnam sites

Listen To Children Voice – Facebook competition

Online contest "In-house diary", where you can share about your day during the time when everyone practices social distancing to prevent Covid-19. From writing, drawing, making a poem, video recording etc.



“

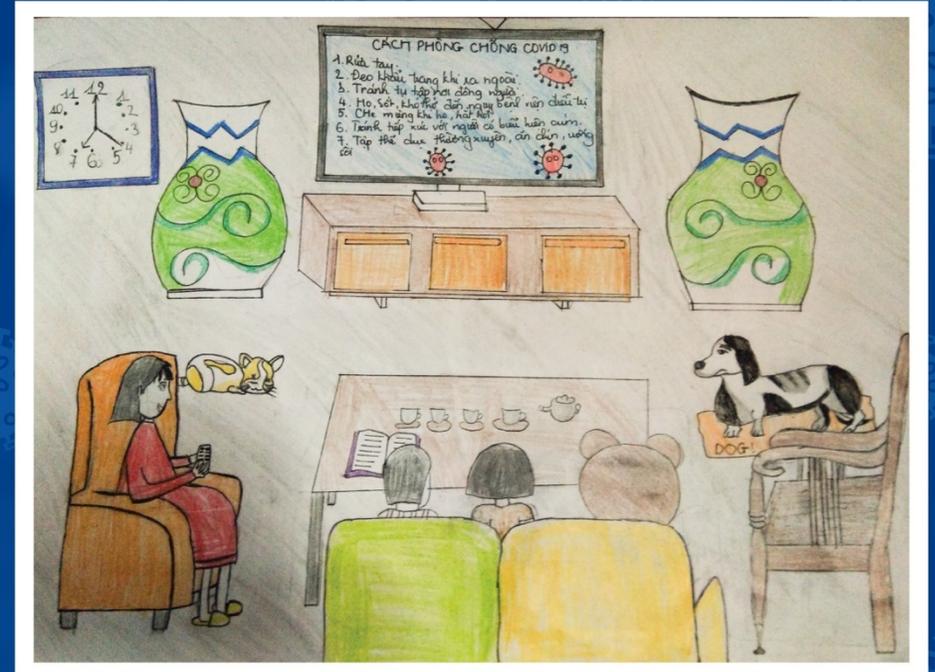
I ALSO KNOW TWO GIRLS WHO HAVE JUST GOT MARRIED DURING THIS TIME OF COVID-19. EARLY MARRIAGE CAN AFFECT SEVERAL ASPECTS OF THEIR LIVES, ESPECIALLY WHEN THEY'RE FINANCIALLY UNSTABLE.

”

GIRLS GET EQUAL
PLAN INTERNATIONAL



GIRLS GET EQUAL
PLAN INTERNATIONAL



Listening To Children Voice – Sponsorship Letters



VỀ C

Trong "kỳ nghỉ Tết dài
hoặc hạn chế ra ngoài,
cùng nhà Bảo trợ về th

Với hoạt động này, ch
- Một chiếc của b
như thế nào, cụ t
- Thôn/ Xã cháu đ
- Cháu có tham gia
tham gia/ hướng

Cháu có thể chia sẻ nh
- Ghi chép kiểu Nhật
- Viết thư,
- Vẽ tranh,
- Làm thơ,
- Quay video ngắn,
- Các hình thức đ

1. Đối tượng tham gia:
2. Thời gian gửi sản phẩm:
3. Mẫu thư: PU có thể s
4. Yêu cầu: Tất cả các s
5. Nguồn sách cho hoạt



Listening To Children Voice – Telephone survey

PLEASE END COVID 19
VOICES OF OUR SPONSORED CHILDREN

“ I WANT TO GO OUTSIDE. I KNOW THAT NOT EVERYONE AROUND HELPS PREVENT COVID FROM SPREADING. IT CAN CAUSE PROBLEMS FOR US.”

Y Phuong, 13 years old
KonTum, Vietnam

“ I USED TO HELP MY PARENTS TO TAKE CARE OF THE BUFFALOES, I USED TO SEE MY FRIENDS AND HANG AROUND WITH THEM OUT IN THE FIELDS... BUT IT ALL SEEMS SO EMPTY NOW.”

A Ka Ya Yet, 13 years old
KonTum, Vietnam

PLEASE END COVID 19

“ DURING THIS TIME, I OFTEN HELP MY PARENTS WITH FARMING, PREPARE THE SOIL FOR NEW CROPS. WHEN COVID GOES AWAY, WE WILL HAVE A GOOD HARVEST AND WE WILL BE HAPPY.”

Y Nga, 14 years old
KonTum, Vietnam

“ I DO NOT LIKE STAYING AT HOME ANYMORE. I LIKE GOING TO SCHOOL TO READ BOOKS WITH MY FRIENDS. I JUST MISS THEM SO MUCH!”

Y Mi Mi, 8 years old
KonTum, Vietnam



Appropriate communication – Redesign ECD Program

Appropriate communication

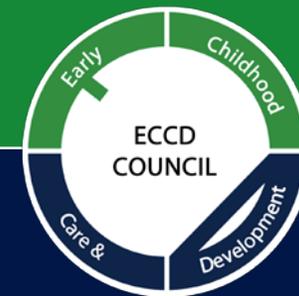
- ✓ Launching a competition of parents on toys making and more time playing with their children
- ✓ Developing clips for children & parents guiding on online learning, house safety, preventing sexual harassment, making toys for children with local and recycle material
- ✓ Developing leaflets, posters on Covid-19 prevention, responsive parenting in the pandemic time

Redesign ECD Program

- ✓ Strengthening hygiene promotion, school-community based education, psychological support, female & household economic empowerment

THANK YOU!





Supporting Caregivers in the Time of COVID19

Efforts of the Philippine Early Childhood Care & Development Council

Contexts



Philippines

- Entire Luzon, as well as some areas in Visayas and Mindanao have been on Enhanced Community Quarantine since March 17
- Classes have since been suspended
- Work from home

ECCD Council

- Concerned with children aged 0 to 4 years
- No regional/local offices
- Dissemination through Facebook

Rationale



- Child anxiety in the time of COVID19
 - Change in routines
 - Parental anxiety
- Materials should target caregivers
 - Concrete suggestions about things they can be in control of
 - Encourage mindfulness over and participation in child development

How we want to help caregivers



- Help parents create an environment of trust where children feel comfortable expressing how they feel
- Give parents a tool (i.e. play) to understand who their child is as an individual
 - Development
 - Strengths and weaknesses
 - Interests and preferences
 - Personality

ECCD Bingo Cards



ECCD BINGO
CAN YOU DO IT?
0-6 Months

E	C	C	D
Holds head steadily	Pays attention to faces and starts noticing facial expressions such as smiling or frowning	Rolls from side to back	Likes to interact with people especially parents
Shows curiosity about things and tries to get things that are out of reach and bring them to mouth	Sucks and swallows liquid	Cries in different ways to show hunger, pain, or being tired	Social smile and laughter emerge
Daily tummy time	Starts to babble and imitate sounds he/she hears	Begins to sit without support	Notifies and responds to sounds by turning head and by also making sound
Toys and other objects used by children are washed and cleaned properly before storing	Daily story time	Talk to infant about how your day went but pausing and responding when they react	Parent provides skin-to-skin contact
Sing a song or nursery rhyme to child	Parent washes infant's hands properly for twenty seconds	Vaccination schedule has been followed	Regular checkups with pediatrician / family doctor / Health Officer are done

References:
- Berk, L. E. (2008). Infants, children, and adolescents. (6th ed.). Pearson.
- Centers for Disease Control and Prevention. (2019, December 5). CDC's Developmental Milestones. <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>
- Council for the Welfare of Children. (2000). Early Childhood Care and Development Checklist.
- Seifert, S. (2019, July 22). Age-appropriate chores: How to help kids be responsible. Focus on the Family. <https://www.focusonthefamily.com/parenting/age-appropriate-chores/>
- Centers for Disease Control and Prevention. (2019, December 5). CDC's Developmental Milestones. <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>

English
Reached 36,549

ECCD BINGO
KAYA BA NIMO?
7-11 Ka Bulan

E	C	C	D
Makalingkod ug tarong nga nag-inusara	Istoryahan ang anak bahin sa nahimo sa tibuok nga adlaw pero mohunong ug tubagon kung mabalos ang anak	Makakamang; Makakab-ot ug makagunit og mga butang	Maulaw ug mahadlok pa sa dili niya kaila
Mahadlog o mohilak kung mabulag/mab-yaan sa ginikanan	Kantahan og nursery rhyme ang bata	Gihugasan ug gillimpyuhan og maayo ang mga butang ug dulaan sa bata usa isulod sa sudlanan	Adunay kinaham nga butang o dulaan
Mangita sa mga butang nga imong gituyo og tago	Makahimo og tingog sama sa "mamama" ug "bababa"	Makakaon og gahi nga pagkaon	Makabalhin og mga butang gikan sa usa ka kamot padulong sa pikas kamot
Sundon og tan-aw ang butang nga mahulog	Makatindog nga adunay suporta	Adunay naandan na pakigkonsulta sa doktor (Pediatrician/Family Doctor/Health Officer)	Istoryahan ang anak adlaw-adlaw gamit ang libro o lain pang pamaagi
Makigdula ug "peek-a-boo" o "bulaga"	Gisipilyuhan ang ngipon ug gillimpyuhan ang dila sa anak kaduha sa usa ka adlaw	Dili dali mobulag sa iyang mga naihan nga tawo	Hugasan og maayo sa ginikanan ang mga kamot sa iyang anak sulod sa 20 ka segundo

References:
- Berk, L. E. (2008). Infants, children, and adolescents. (6th ed.). Pearson.
- Centers for Disease Control and Prevention. (2019, December 5). CDC's Developmental Milestones. <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>
- Council for the Welfare of Children. (2000). Early Childhood Care and Development Checklist.
- Seifert, S. (2019, July 22). Age-appropriate chores: How to help kids be responsible. Focus on the Family. <https://www.focusonthefamily.com/parenting/age-appropriate-chores/>
- Centers for Disease Control and Prevention. (2019, December 5). CDC's Developmental Milestones. <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>

Bisaya
Reached 5,162

ECCD BINGO
PUEDA TU HACER?
1 Año

E	C	C	D
Ta come con maga dedo	Ta puede seguir 1-paso mandato oral sin gesto o movimiento de mano como "senta"	Ta copia maga movimiento	Ta man experimento con maga cosa por medio de hace uyug, hace hampas, y buta
Ta seppila diente y ta limpia el lengua del niño dos veces cada dia	Hora de cuento cada dia	Ta pone maga cosa adentro del contenidor; Ta pone maga cosa afuera del contenidor	Ta para con suporta o con poco ayuda
Ta tene mal genio	Sabe maga ordinario cosa como telefono, seppilo, cuchara	Ta habla y ta meña cabeza para "no"	Ta enseña para dale mira con algunos cosa ele quiere
Ta usa uno o dos palabra para expresa de suyo cuerpo (ejemplo come, bebe)	Ta puede hace y segui maga simple favor/ mandato simple	Enbuenamene ta lava maga mano por 20 segundo con asistencia	Ta juga simple juego, como dale come un muñeca
Ta puede ayuda desnuda su mismo cuerpo	Canta un cancion o rima de niño con el bata	Ta procura habla maga palabra ta habla el maga dale el maga de edad	Ta lava y ta limpia enbuenamene con maga jorauza y maga cosa del maga bata antes de recoge

References:
- Berk, L. E. (2008). Infants, children, and adolescents. (6th ed.). Pearson.
- Centers for Disease Control and Prevention. (2019, December 5). CDC's Developmental Milestones. <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>
- Council for the Welfare of Children. (2000). Early Childhood Care and Development Checklist.
- Seifert, S. (2019, July 22). Age-appropriate chores: How to help kids be responsible. Focus on the Family. <https://www.focusonthefamily.com/parenting/age-appropriate-chores/>
- Centers for Disease Control and Prevention. (2019, December 5). CDC's Developmental Milestones. <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>

Chavacano
Reached 1,148



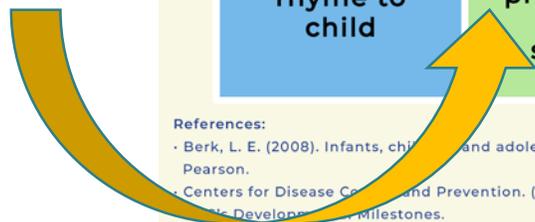
Developmental milestone

E	C	C	D
Holds head steadily	Pays attention to faces and starts noticing facial expressions such as smiling or frowning	Rolls from side to back	Likes to interact with people especially parents
Shows curiosity about things and tries to get things that are out of reach and bring them to mouth	Sucks and swallows liquid	Cries in different ways to show hunger, pain, or being tired	Social smile and laughter emerge
Daily tummy time	Starts to babble and imitate sounds he/she hears	Begins to sit without support	Notices and responds to sounds by turning head and by also making sound
Toys and other objects used by children are washed and cleaned properly before storing	Daily story time	Talk to infant about how your day went but pausing and responding when they react	Parent provides skin-to-skin contact
Sing a song or nursery rhyme to child	Parent washes infant's hands properly for twenty seconds	Vaccination schedule has been followed	Regular checkups with pediatrician / family doctor/ Health Officer are done

Play-based activity



Activity for health



References:

- Berk, L. E. (2008). Infants, children, and adolescents. (6th ed.). Pearson.
- Centers for Disease Control and Prevention. (2019, December 5). Early Childhood Developmental Milestones. <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>
- Council for the Welfare of Children. (2000). Early Childhood Care and Development Checklist.
- Seifert, S. (2019, July 22). Age-appropriate chores: How to help kids be responsible. Focus on the Family. <https://www.focusonthefamily.com/parenting/age-appropriate-chores/>

ECCD Bingo Cards



ECCD BINGO
NAGAGAWA MO NA BA?
2 Taon

E	C	C	D
Nakakapag lakad mag-isa; Bihira na matumba	Kusang gumagawa ng mga marka sa papel	Nagsisimula nang tumakbo	Pagdami ng alam na salita/Wastong balarila (grammar) ay hindi pa palagian
Nagagamit ng mas madalas ang isang kamay kumpara sa isa	Tinuturo ang mga nakikita sa libro	Sinasadyang suwayin ang nakatatanda (Hal. Gagawin ang sinabing hindi dapat gawin)	Nagialaro ng simpleng kunwari-kunwarian
Sumisipa ng bola	Kadalasang mag-isang naglalaro sa tabi ng ibang bata, ngunit nagsisimula na ring sumali sa larong iba (Hal. Habulan)	Umaakyat sa hagdanan nang may pag-alalay	Nagsisipilyo at naglilinis ng dila 2 beses kada araw nang may pag-alalay ng nakatatanda
Nagbibigkas ng pangungusap na mayroong 2-4 na salita	Nagliligpit ng mga laruan	Ang mga laruan at ibang gamit ng bata ay hinuhugasan at nililinis ng maigi bago itago	Nagsisimula nang ipagsama-sama ang mga bagay na magkakatulad ang kulay o hugis
Gumagamit ng kutsara para kumain nang may natatapon	Naghuhugas ng kamay sa loob ng 20 segundo nang may pag-alalay ng nakatatanda	Kumakanta o tumutula para sa/kasama ang anak	Araw-araw nababansuhan ng kwento ang anak

References:
- Berk, L. E. (2008). Infants, children, and adolescents. (6th ed.). Pearson.
- Centers for Disease Control and Prevention. (2019, December 5). CDC's Developmental Milestones. <https://www.cdc.gov/ncbddd/early/milestones/index.html>
- Council for the Welfare of Children. (2000). Early Childhood Care and Development Checklist.
- Seifert, S. (2019, July 22). Age-appropriate chores: How to help kids be responsible. Focus on the Family. <https://www.focusonthefamily.com/parenting/age-appropriate-chores/>

Filipino
Reached 19,852

ECCD BINGO
KAYAM KADI NGA ARAMIDN DAYTOY?
3 a Tauwen

E	C	C	D
Makataray a saan a maidaldaleb	Maipakita ti panangisakit kadagiti agsangsangit a gayyem wenno miembro ti pamilla	Makilanglangen ken makigaygayyem	Mabalina a mariribokan iti dakkel a panagbakaliw kadagiti rutinario nga aktibidad
Makipagbura kadagiti trabaho iti balay (kas iti panangikabili iti narurugit a baddabo iti pagmurengan)	Makatulad kadagiti aramid dagiti nataengan	Makangato ken makababa iti agdan; mayasa a saka iti kada pangal	Makalagto usar dagiti dua a saka
Maibaga ti nagan, tawen, ken sex no babai wenno lalaki	Kabaelan nga ay-ayamen dagiti ay-ayam nga addaan iti buton, tukod, ken makutkuta a partes	Agkalambitin a nasayaat	Mabuguan ken madalusan a nasayaat dagiti ay-ayam ken bambanag nga us-saren ti ubing sakbay a maidulin
Makausar iti dua aginggana tallo a patang ti pannakitinungong	Innaldaw nga oras ti panagistoriya	Makakopia iti nagbukel usar ti dadakkel a lapis wenno krayola	Makakanta kadagiti kanta a parabubing
Tulongan ti ubing a manggisigis iti ngipen ken mangdulus iti dilana iti mamindua a daras iti kada aldaw	Maiserra ken malukatan ti kalub ti jar wenno maipuligis ti seradura	Makapangan iti bukukodna usar ti kutsara nga addaan laeng iti sumagmamano a wara	Mabuguan a nasayaat ti ima iti unos ti duapulo (20) a segundo

References:
- Berk, L. E. (2008). Infants, children, and adolescents. (6th ed.). Pearson.
- Centers for Disease Control and Prevention. (2019, December 5). CDC's Developmental Milestones. <https://www.cdc.gov/ncbddd/early/milestones/index.html>
- Council for the Welfare of Children. (2000). Early Childhood Care and Development Checklist.
- Seifert, S. (2019, July 22). Age-appropriate chores: How to help kids be responsible. Focus on the Family. <https://www.focusonthefamily.com/parenting/age-appropriate-chores/>

Ilocano
Reached 4,112

ECCD BINGO
CAN YOU DO IT?
4 Years Old

E	C	C	D
Draws a human figure or house	Asks what, who, and why questions	Can change clothes without assistance	Counts small number of objects
Participates in simple household chores (e.g. Set table with supervision)	Sing a song or nursery rhyme with child	Would rather play with other children than by her/himself	Often can't tell what's real and what's make-believe
Talks about what she/he like and is interested in	Can say first and last name	Tells stories	Hops and stands on one foot up to 2 seconds
Starts to understand time	Understands the idea of "same" and "different"	Pours, cuts with supervision, and mashes own food	Daily story time
Washes hands properly for 20 seconds	Brushes teeth and cleans tongue twice a day	Feeds self with spoon with minimal spillage	Toys and objects used by children are washed and cleaned properly before storing

References:
- Berk, L. E. (2008). Infants, children, and adolescents. (6th ed.). Pearson.
- Centers for Disease Control and Prevention. (2019, December 5). CDC's Developmental Milestones. <https://www.cdc.gov/ncbddd/early/milestones/index.html>
- Council for the Welfare of Children. (2000). Early Childhood Care and Development Checklist.
- Seifert, S. (2019, July 22). Age-appropriate chores: How to help kids be responsible. Focus on the Family. <https://www.focusonthefamily.com/parenting/age-appropriate-chores/>

Family Activities



MGA ACTIVITY PARA SA PAMILYA

SUMAYAW	KUMANTA	MAGBASA NG LIBRO
<p>0-6 buwan Habang buhat si baby</p> <p>7-12 buwan Habang magkahawak-kamay</p> <p>1-2 taon Na may hawak na shaker</p>	<p>0-6 buwan At ginamit ang tugon ng anak</p> <p>7-12 buwan Habang ginagamit ang action sa kanta</p> <p>1-2 taon Ng mga act na napanigil kilig sa kanta</p>	<p>0-6 buwan Na makil ang kanta</p> <p>7-12 buwan At hayong magpunta ng mga larawan</p> <p>1-2 taon Na ayon ang puweli</p>
<p>0-6 buwan Habang binabahan si baby</p> <p>7-12 buwan At nakinig din sa kanta sa kanta</p> <p>1-2 taon Habang magpunta ng kanta</p>	<p>0-6 buwan At hayong magpunta ng kanta</p> <p>7-12 buwan Habang maghuhugis ng kanta</p> <p>1-2 taon At hayong maghugis ng kanta</p>	<p>0-6 buwan At hayong maghugis ng kanta</p> <p>7-12 buwan At hayong maghugis ng kanta</p> <p>1-2 taon At hayong maghugis ng kanta</p>
<p>0-6 buwan Habang binabahan si baby</p> <p>7-12 buwan At nakinig din sa kanta sa kanta</p> <p>1-2 taon Habang magpunta ng kanta</p>	<p>0-6 buwan At hayong magpunta ng kanta</p> <p>7-12 buwan Habang maghuhugis ng kanta</p> <p>1-2 taon At hayong maghugis ng kanta</p>	<p>0-6 buwan At hayong maghugis ng kanta</p> <p>7-12 buwan At hayong maghugis ng kanta</p> <p>1-2 taon At hayong maghugis ng kanta</p>
<p>0-6 buwan Habang binabahan si baby</p> <p>7-12 buwan At nakinig din sa kanta sa kanta</p> <p>1-2 taon Habang magpunta ng kanta</p>	<p>0-6 buwan At hayong magpunta ng kanta</p> <p>7-12 buwan Habang maghuhugis ng kanta</p> <p>1-2 taon At hayong maghugis ng kanta</p>	<p>0-6 buwan At hayong maghugis ng kanta</p> <p>7-12 buwan At hayong maghugis ng kanta</p> <p>1-2 taon At hayong maghugis ng kanta</p>
<p>0-6 buwan Habang binabahan si baby</p> <p>7-12 buwan At nakinig din sa kanta sa kanta</p> <p>1-2 taon Habang magpunta ng kanta</p>	<p>0-6 buwan At hayong magpunta ng kanta</p> <p>7-12 buwan Habang maghuhugis ng kanta</p> <p>1-2 taon At hayong maghugis ng kanta</p>	<p>0-6 buwan At hayong maghugis ng kanta</p> <p>7-12 buwan At hayong maghugis ng kanta</p> <p>1-2 taon At hayong maghugis ng kanta</p>
<p>0-6 buwan Habang binabahan si baby</p> <p>7-12 buwan At nakinig din sa kanta sa kanta</p> <p>1-2 taon Habang magpunta ng kanta</p>	<p>0-6 buwan At hayong magpunta ng kanta</p> <p>7-12 buwan Habang maghuhugis ng kanta</p> <p>1-2 taon At hayong maghugis ng kanta</p>	<p>0-6 buwan At hayong maghugis ng kanta</p> <p>7-12 buwan At hayong maghugis ng kanta</p> <p>1-2 taon At hayong maghugis ng kanta</p>
<p>0-6 buwan Habang binabahan si baby</p> <p>7-12 buwan At nakinig din sa kanta sa kanta</p> <p>1-2 taon Habang magpunta ng kanta</p>	<p>0-6 buwan At hayong magpunta ng kanta</p> <p>7-12 buwan Habang maghuhugis ng kanta</p> <p>1-2 taon At hayong maghugis ng kanta</p>	<p>0-6 buwan At hayong maghugis ng kanta</p> <p>7-12 buwan At hayong maghugis ng kanta</p> <p>1-2 taon At hayong maghugis ng kanta</p>

Isang mensahe mula sa Early Childhood Care and Development (ECCD) Council

SUMAYAW

0-6 buwan
Habang buhat si baby

7-12 buwan
Nang magkahawak-kamay

1-2 taon
Na may hawak na shaker

2-3 taon
Ng stop-dance

3-4 taon
Sa lumiliit na dyaryo

Early Childhood Care and Development Council www.eccdcouncil.gov.ph

Reached 21,666

Family Activities



MAGBASA NG LIBRO



0-6 buwan
Na maikli ang kwento



7-12 buwan
At hayaang magturo
ng mga larawan



1-2 taon
Na siya ang pumili



2-3 taon
At magtanong
tungkol sa kwento



3-4 taon
Na siya ang
nagsulat/gumuhit



MAGKWENTUHAN



0-6 buwan
Habang binibihisan
si baby



7-12 buwan
At makinig din
sa kwento niya



1-2 taon
Hintayin ang
kanyang sagot



2-3 taon
Habang
naglaro siya



3-4 taon
Habang kumakain



Looking Forward



- Continuation of Parent Engagement even after Community Quarantine/Pandemic
 - Explore offline media as online information dissemination has limited reach
 - To make messages more accessible, continuation of translations for materials is ideal

Maraming salammat!

Thank you very much!

