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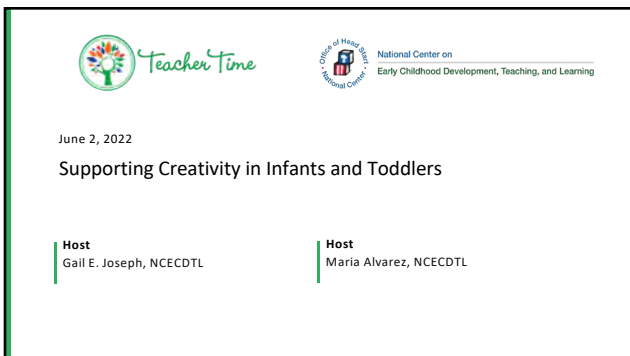
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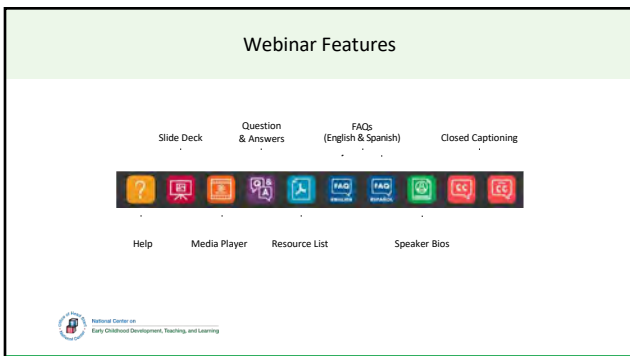
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**Viewer's Guide**

Supporting Creativity in Infants and Toddlers

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**Head Start Early Learning Outcomes Framework**

		CENTRAL DOMAINS				
		APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor and Physical Development	
PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor and Physical Development	

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**Approaches to Learning**

**Emotional and Behavioral Self-Regulation**

**Cognitive Self-Regulation (Executive Functioning)**

**Initiative and Curiosity**

**Creativity**

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### Creativity ELOF Goals for Infants and Toddlers

Goal IT-ATL 8. Child uses creativity to increase **understanding** and **learning**.

Goal IT-ATL 9. Child shows **imagination** in play and **interactions** with others.



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### Creativity ELOF Goals for Infants and Toddlers

Goal IT-ATL 8. Child uses creativity to increase **understanding** and **learning**.

Goal IT-ATL 9. Child shows **imagination** in play and **interactions** with others.



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### Why is Creativity Important?

- Rapidly changing world where flexibility, new or different ideas and solutions are critical.
- Creativity is key to problem solving, developing new ideas and new ways of thinking.
- Celebrates each child's unique way of being, doing and thinking.
- Creative expression can help children express their emotions.



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How do you foster your creativity?



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### Developmental Progression of Creativity

		
<p>Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.</p>	<p>Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.</p>	<p>Combines objects or materials in new and unexpected ways. Shows delight in creating something new.</p>

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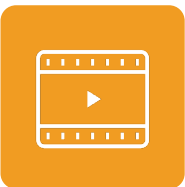
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Video: Multiple Ways of Interacting

Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.



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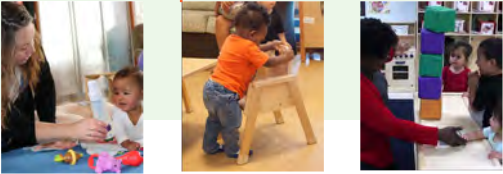
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**Developmental Progression of Creativity**



Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.

Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.

Combines objects or materials in new and unexpected ways. Shows delight in creating something new.

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**Video: Innovative Ideas**

Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.



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**Developmental Progression of Creativity**



Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.

Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.

Combines objects or materials in new and unexpected ways. Shows delight in creating something new.

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**Video: Delights in Creating**

Combines objects or materials in new and unexpected ways. Shows delight in creating something new.



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**BASICS: Creativity**

-  Behavioral expectations in advance
-  Attend to and encourage appropriate behavior
-  Scaffold with cues and prompts
-  Increase engagement
-  Create or add challenge
-  Specific feedback

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**Behavioral Expectations in Advance**



*"We're going to have snack in about 5 minutes. I know it can be hard to wait, I need to cut up the fruit and clean the table, then we can sit down to eat."*

*"We're going to try something new today; there is clay in the sensory table! It's okay if you are unsure about playing with it, sometimes trying something new can be overwhelming."*

*"If you start to feel frustrated, you can try taking a deep breath or ask a teacher for help."*

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**Attend to and Encourage Appropriate Behavior**



**Respond to children’s creative problem solving, thinking and expression with acceptance**

*“You are trying so many different ways to get the cheerios to your mouth!”*

*“Look at what you created!”*

**Respond to a child’s creative process with descriptive encouragement**

*“I noticed you painting at the table. You were using the teal paint. First you started smooching the paint on the paper then you started covering your hands and wrists with paint!”*

**Remember to smile and focus on the process and effort!**

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**Attend to and Encourage Appropriate Behavior**

A Different Choice

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**Scaffold with Cues and Prompts**



**Ask opened ended questions to support deeper thinking.**

*“Wow you made up a game all on your own! Can you tell me or show me how to play?”*

*“What do you think is going to happen next?”*

**Model creative thinking, problem solving and expression out loud**

*“I wonder how we can make the playdough dark green. Let’s see what happens when we add a few drops of food coloring. Look it’s turning light green. Hmm, let’s try and add some more.”*

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Increase Active Engagement



- Provide open ended materials
- **Check for choking hazards!**
- Rotate materials

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Increase Active Engagement

Open Ended Materials and Loose Parts

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Increase Active Engagement



Add a light table!

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**Increase Active Engagement**  
DIY light table!



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**Create or Add Challenge**

Add a tinkering center, creation station or sound garden

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**Specific Feedback**



**Remember, focus on the process instead of the product!**

*"I saw you wait for a turn at the easel! Waiting can be hard, and you did it!"*

*"You are making so many different sounds! It sounds like you're creating a song! Let's see if I can make those sounds too."*

*"Woah! You are hopping around and around. That makes me think about the book we read the other day, Come Along Daisy, when Daisy was jumping on the lily pads!"*

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**BASICS: Creativity**

- B** Behavioral expectations in advance
- A** Attend to and encourage appropriate behavior
- S** Scaffold with cues and prompts
- I** Increase engagement
- C** Create or add challenge
- S** Specific feedback

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**Small Change Big Impact**

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**Small Change Big Impact**

**Physical Adjustments**



Small adjustments to the materials and space in the physical environment to promote a higher level of participation

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 Small Change Big Impact

Environmental Supports

Physical Adjustments

 Change the Space	 Define Boundaries	 Add Visual Cues
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Focus on Equity



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 Focus on Equity

Creativity, Identity and Culture

	<ul style="list-style-type: none"><li>• Creativity is how we show who we are</li><li>• Children's identities include culture, language, race, ability, and more</li><li>• Different cultures value different forms of expression and creativity<ul style="list-style-type: none"><li>◦ Dance, music, oral story telling, food, dress and many more</li></ul></li></ul>
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**Focus on Equity**

### Welcoming Families



- Ask families about their cultural traditions and values
- Invite families to bring pictures or items from their cultural traditions or come to visit
- Celebrate differences within as well as across cultures
- Be mindful of your implicit biases

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**Focus on Equity**

Culturally Responsive Practices



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**Reflection**



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The BookCASE

**The Book** CASE

- C**ONNECT
- A**DVANCED VOCABULARY
- S**UPPORT ENGAGEMENT
- E**XTEND BEYOND THE BOOK

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The BookCASE

**The Book** CASE

- C**ONNECT
- A**DVANCED VOCABULARY
- S**UPPORT ENGAGEMENT
- E**XTEND BEYOND THE BOOK

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The BookCASE

The BookCASE

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It's All About You!

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It's All About You!



Focusing on Areas in Your Control



Focus on areas in your control:

- Your ability to prioritize
- Your reactions to events and other people.
- Your thoughts.
- Your behavior.

Focusing on areas in your control results in:

- Feeling empowered.
- Feeling relief.

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**PUSHPLAY**  
DTL On Demand 

<https://bit.ly/DTL-PUSHPLAY>

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**Live Q&A**

If you have questions for us, put them in the Q&A and we'll do our best to answer your question!



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**Thank You!**

Join Us For Our Next Season!



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<https://eclkc.ohs.acf.hhs.gov/mypeers>



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Early Childhood Learning & Knowledge Center

<https://eclkc.ohs.acf.hhs.gov/>



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[http://bit.ly/iPD\\_ECLKC](http://bit.ly/iPD_ECLKC)



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