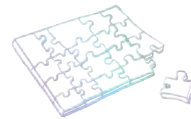


**Early learning games are a fun way to help babies with a developmental age of from 2 to 8 months realize the relationship between their behavior and its effect on things.**

The early childhood practice defined in this brochure is based on findings described in practice-based research syntheses conducted at the Research and Training Center on Early Childhood Development: Dunst, C. J. (2003). **Social-emotional consequences of response-contingent learning opportunities.** *Bridges, 1(4)* and Hutto, M. D. (2003). **Latency to learn in contingency studies of young children with disabilities or developmental delays.** *Bridges, 1(5)*. To read or download the complete research syntheses and/or user-friendly, illustrated, research summaries, *Bottomlines 1(4)* and *1(5)*, visit [www.researchtopractice.info](http://www.researchtopractice.info). Printed copies are also available to order from Winterberry Press online at [www.wbpress.com](http://www.wbpress.com) or at the mailing address printed below. All opinions expressed are those of the Research and Training Center on Early Childhood Development and do not necessarily reflect the views of the U. S. Department of Education, Office of Special Education Programs, Research to Practice Division, funder of the work of the RTC (H324K010005).



#### **Evidence-Based Practice Guides**

Additional practice guides are available from the RTC for this and other important early childhood topics.

Related materials also are available as part of *Solutions* evidence-based tool kits.

Please see descriptions of these resources and information for ordering under "Products" at [www.researchtopractice.info](http://www.researchtopractice.info)

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*Cornerpiece*

# **Playtime Plus for Babies**

*Baby's first games teach the important connection between baby's actions and what happens next*

**An Evidence-Based Early Childhood Practice**

# Playtime Plus!

The very best types of games and early learning opportunities include ones in which a young child's behavior causes an object to respond in an interesting, engaging way.



A gleeful smile signals the happy realization that baby's own pushes bring this musical toy to life.

## What is the practice?

- ❏ Arrange baby's play area and materials so that his actions cause objects and toys to do interesting things.
- ❏ For young children with disabilities, **allow plenty of time** for them to realize that their actions are causing an interesting response.

This little fellow realizes that every time he pushes the button, he gets to hear his favorite music. He can hardly wait to sway, clap, and sing along!



## How do we do it?

Place play materials within baby's reach so that touching or playing with them produces pleasing, interesting responses. Toys and other objects that produce happy sounds, movements, lights, and other effects at baby's touch are examples.



A ringing toy phone, a tin washtub drum, and a traditional baby rattle delight these active little ones.

## Take a look!

Focus on one action that the child can do by him/herself, or with a little assistance. Examples might be a leg kick, a hand wave, or a particular vocalization.

Make sure an interesting reward occurs immediately after the child's action. For example, each leg kick might be followed by the movement of a jingling mobile, or each vocalization might trigger a sound-activated toy to dance.

WAIT for or encourage the child to repeat the action and see that the enjoyable response follows right away each time.

WAIT, and repeat the "game" as often as the child repeats the focus action.



Baby shakes this noise-making block again and again.

## Is it working?

- ❏ Does baby repeat the behavior again and again?
- ❏ Does she recognize that there is a connection between *HER* action and the desirable response that follows?
- ❏ Does she express delight (smiling, cooing, laughing, clapping, etc.) when the response occurs?