

Virtual Books, Balls & Blocks

A Covid-19 Strategy



Welcome & Agenda

1. Introductions
2. How it All Started
3. Learning Objectives
4. Event Overview
5. Partnership With the Local Library
6. ASQ[®]-3 Demonstrations
7. ASQ[®]:SE-2 Demonstrations
8. Questions



How it All Started

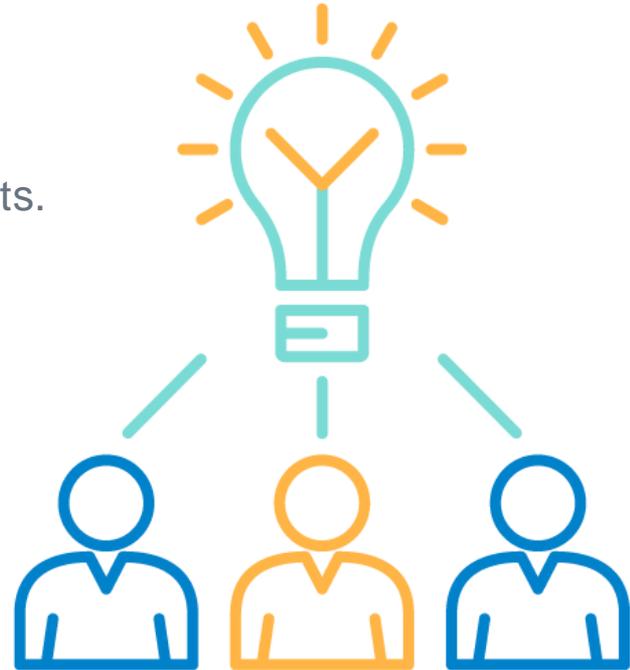
Pandemic Necessitates Innovation

- ▶ What was already in place in the community?
- ▶ What could work with our area and demographics?
- ▶ How could we reach the largest number of families?
- ▶ Didn't want to recreate something.



Learning Objectives

1. How to plan and execute a successful Virtual Books, Balls & Blocks event.
2. How to maximize event attendance through partnerships with libraries/community partners.
3. How to keep guests actively engaged during virtual events.
4. How to explain the areas of development in a simplified way via an online platform.
5. How to use household items to demonstrate how parents and caregivers can support their child(ren)'s development at home.



EVENT OVERVIEW

How to Plan & Execute a Successful Virtual Event



Planning & Preparation

- Choose/confirm a community partner to co-present the event.
- Pick a date/time that works best for your community partner and potential guests (be considerate of work/home schedules).
- Create and distribute an event flyer.
 - Creating a flyer template with fully customizable fields streamlines the planning/promotion process.
- Require complementation of an ASQ[®]-3 or ASQ[®]:SE-2 prior to the event.
- Follow-up with participants regularly.



PRESENTED BY:

HELP ME GROW
ONONDAGA
THE EARLY YEARS MATTER MOST

DISCOVER • LEARN • GROW
LIVERPOOL PUBLIC LIBRARY

SPONSORED BY:

Excellus 
LIVE FEARLESS

BOOKS, BALLS & BLOCKS
VIRTUAL FAMILY FUN EVENT

JOIN US TO LEARN ABOUT DEVELOPMENTAL
DOMAINS, MILESTONES & SCREENINGS

MONDAY, JULY 27
6:30 - 8:00 PM

EVENT WILL BE
HELD VIA ZOOM

**\$20 AMAZON GIFT CARD &
TOTE BAG FILLED WITH \$20
WORTH OF DEVELOPMENTAL
TOYS FOR EACH PARTICIPANT!**

ELIGIBILITY REQUIRES COMPLETION OF AN
ASQ[®]-3 QUESTIONNAIRE PRIOR TO THE EVENT.

REGISTER ONLINE AT: [CALENDAR.LPL.ORG](https://calendar.lpl.org)

Drafting a Compelling Event Description

- **Books, Balls, and Blocks Social Emotional:** The pandemic is affecting children during a critical time and having a direct impact on their social-emotional development. Whether your child is an infant, toddler, or preschooler, their social-emotional development will lay the foundation for all future relationships with their community, school, friends, and family and will be a major factor in their overall happiness, well being, and success in life. Join Help Me Grow Onondaga, in partnership with (library's name), to learn about the different areas of social-emotional development and how you can support your child in reaching developmental milestones with easy at-home activities.
- **Books, Balls, and Blocks:** Join Help Me Grow Onondaga, in partnership with (library name), to learn about the five areas of early childhood development: fine motor, gross motor, problem solving, communication, and personal-social. Participants will learn fun, free, and age-appropriate activities that utilize household materials to create a fun learning environment. Participants will be encouraged to complete the Ages & Stages Questionnaires[®], Third Edition (ASQ[®]-3) to see how their child is doing in those five areas of development and will receive personalized learning activities to meet their child's needs.

Developmental Tote Bags

- Reinforcing simple learning activities.
- Delivered to families after they attend and complete the ASQ[®]-3 or ASQ[®]:SE-2.
- Include copies of the ASQ[®]-3 or ASQ[®]:SE-2 and personalized learning activities.



COMMUNITY PARTNERSHIPS

Working With Local Libraries to Expand Reach



Liverpool Public Library

- Discover - Learn - Grow
- Built-in audience
- Adaptability of spaces – Zoom, Outdoor Garden
- Recruiting families



Recruiting Families

- Inside the Library
- Program Guide
- Website
- Social Media
- Community News
- Calendar of Events

LIVERPOOL PUBLIC LIBRARY
Where the Community Connects
July & August 2021 Programs

LET'S READ, LIVERPOOL!
Send us your photo! As we celebrate, we want to add your photo like a patch with your pledge form, your reading, program activity - anything you'd like to share! Send to us at communications@lpl.org or tag us on social media using #LPLsummerreads.

Visit the LPL StoryWalk!
• Enjoy the new, updated Playground and Wetland Bay at Onondaga Lake Park.
• All summer at the LPL Dinosaur Garden, with a new story each week.
• StoryWalk groups throughout the Liverpool community during the summer months.

I AM A LIVERPOOL READER
*
I pledge to make

LET'S READ, LIVERPOOL!

Yes Day with Help Me Grow Onondaga*

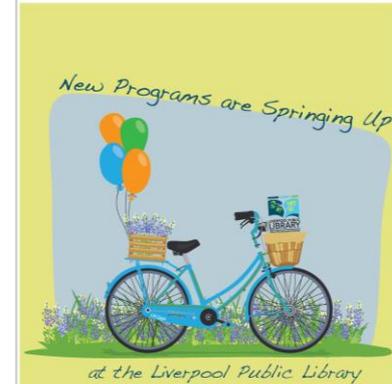
Saturday, July 31 • 9:30 a.m.

Dinosaur Garden

Help Me Grow Onondaga and the LPL are teaming up to provide a garden full of activities for children ages 3-5. Join us as we read *Yes Day!* by Amy Krouse Rosenthal and then engage in the various activities designed to stimulate the five areas of development. But be warned...It is Yes Day so if your child wants to try one of the activities, you have to say yes! *Please register each child individually.

Liverpool Public Library

March 2021 Programs



310 Tulip St, Liverpool NY 13088 • 315-457-0310 • LPL.org

Social Emotional Development in Children and the Pandemic*

Thursday, March 11 • 6:30pm • ZOOM

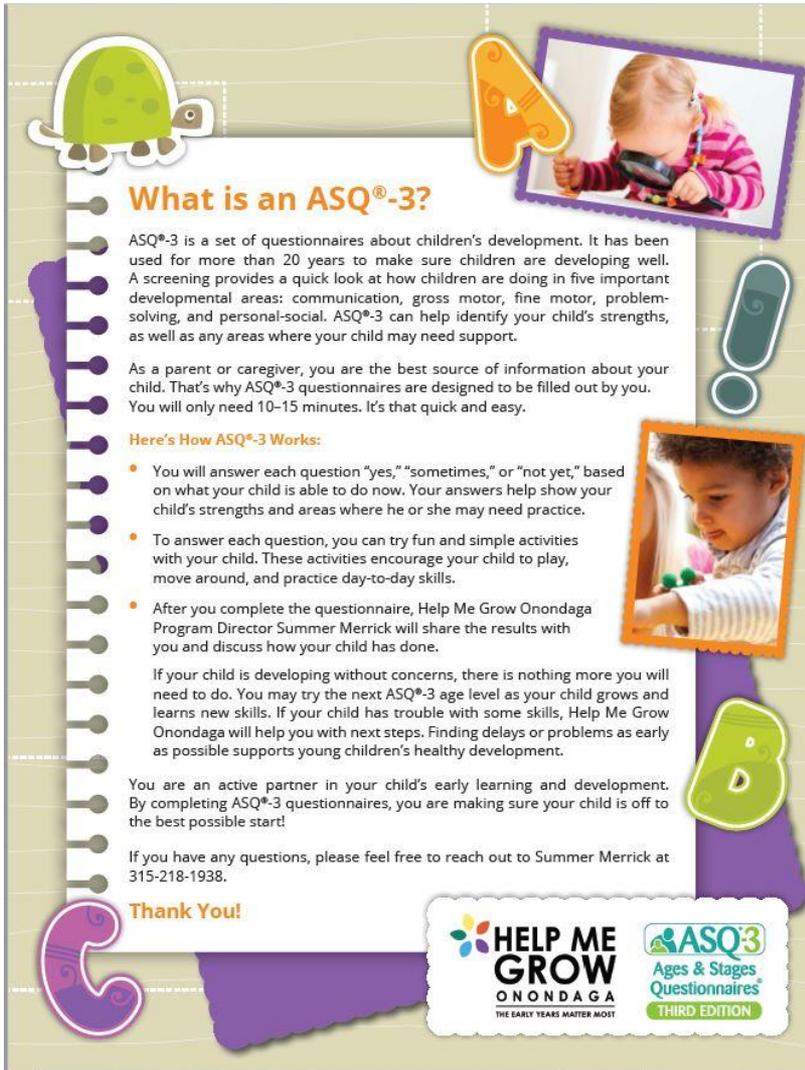
The LPL and Help Me Grow Onondaga partner to help parents learn more about how to lay a solid foundation with fun, easy activities for an **infant, toddler or preschooler's** social development, a major factor for future relationships with community, school, friends and family. *Registration required.

Hey Parents!

Follow Up With Families

- Send out follow up email:

“Hi (Insert parent’s name), Thank you for registering for the Books, Balls, and Block event with Help Me Grow and (library name). Prior to the event to the event please complete the Ages and Stage Questionnaire-3 (ASQ-3), for your child at the following link: (insert link for Brookes account). By completing the questionnaire you’ll be eligible for the developmental tote bag and you can see how your child is developing. If you prefer to complete a paper copy of the screening or have any questions, feel free to contact (insert contact information).”



What is an ASQ®-3?

ASQ®-3 is a set of questionnaires about children's development. It has been used for more than 20 years to make sure children are developing well. A screening provides a quick look at how children are doing in five important developmental areas: communication, gross motor, fine motor, problem-solving, and personal-social. ASQ®-3 can help identify your child's strengths, as well as any areas where your child may need support.

As a parent or caregiver, you are the best source of information about your child. That's why ASQ®-3 questionnaires are designed to be filled out by you. You will only need 10-15 minutes. It's that quick and easy.

Here's How ASQ®-3 Works:

- You will answer each question "yes," "sometimes," or "not yet," based on what your child is able to do now. Your answers help show your child's strengths and areas where he or she may need practice.
- To answer each question, you can try fun and simple activities with your child. These activities encourage your child to play, move around, and practice day-to-day skills.
- After you complete the questionnaire, Help Me Grow Onondaga Program Director Summer Merrick will share the results with you and discuss how your child has done.

If your child is developing without concerns, there is nothing more you will need to do. You may try the next ASQ®-3 age level as your child grows and learns new skills. If your child has trouble with some skills, Help Me Grow Onondaga will help you with next steps. Finding delays or problems as early as possible supports young children's healthy development.

You are an active partner in your child's early learning and development. By completing ASQ®-3 questionnaires, you are making sure your child is off to the best possible start!

If you have any questions, please feel free to reach out to Summer Merrick at 315-218-1938.

Thank You!



Follow Up With Families

- Drop off tote bag with materials to complete the screening
- Paper copies of screening tools
- Helps to create the relationship

A

In your tote bag, you will find the following items to help you complete the ASQ®-3:

1. Ball
2. Book
3. Blocks
4. Coloring Book
5. Crayons
6. Jars
7. Puzzle
8. Scissors (*child safe*)
9. String

B

For some questions, you may also need the following household items:

1. Spoon (*child size*) - May be used for "stick"
2. Stuffed doll or animal with buttons and zipper - May be used for "doll"
3. Toy: keys on a ring - May be used for "small toy" or "rattle"
4. Toy: small, easy to grasp
5. Baby Bottle (*clear*)
6. Bowl
7. Cup
8. Fork
9. Mirror

C

HELP ME GROW
ONONDAGA
THE EARLY YEARS MATTER MOST

ASQ3
Ages & Stages
Questionnaires
THIRD EDITION

EVENT DATA

Developmental Screenings



Data: Screening Totals

- 5 Events: All Virtual Via Zoom

| Screening Tool | Total Screenings | |
|----------------|------------------|------------|
| | # | % |
| ASQ | 93 | 81.6 |
| ASQ:SE | 0 | 0 |
| ASQ:SE-2 | 21 | 18.4 |
| Total | 114 | 100 |

Data: Screening Results

| Screening Results | | | |
|----------------------|--------------|-------------------------|------------|
| Screening Tool | Score | Total Children Screened | |
| | | # | % |
| ASQ | | | |
| ASQ: Communication | Above Cutoff | 77 | 82.8 |
| | Below Cutoff | 8 | 8.6 |
| | Monitoring | 8 | 8.6 |
| Total | | 93 | 100 |
| ASQ: Fine Motor | Above Cutoff | 70 | 75.3 |
| | Below Cutoff | 13 | 14 |
| | Monitoring | 10 | 10.8 |
| Total | | 93 | 100 |
| ASQ: Gross Motor | Above Cutoff | 79 | 84.9 |
| | Below Cutoff | 9 | 9.7 |
| | Monitoring | 5 | 5.4 |
| Total | | 93 | 100 |
| ASQ: Personal Social | Above Cutoff | 71 | 76.3 |
| | Below Cutoff | 10 | 10.8 |
| | Monitoring | 12 | 12.9 |
| Total | | 93 | 100 |
| ASQ: Problem Solving | Above Cutoff | 75 | 80.6 |
| | Below Cutoff | 9 | 9.7 |
| | Monitoring | 9 | 9.7 |
| Total | | 93 | 100 |
| ASQ:SE-2 | | | |
| ASQ: SE2 | Above Cutoff | 6 | 28.6 |
| | Below Cutoff | 11 | 52.4 |
| | Monitoring | 4 | 19 |
| Total | | 21 | 100 |

EVENT DEMONSTRATION

Simple Activities to Support Healthy Development





Developmental Domains

When used in relation to human development, the word "domain" refers to specific aspects of growth and change. The five domains of early childhood development are: communication, gross motor, fine motor, personal-social, and problem solving.

Communication

A child's language skills, both understood and spoken. Includes alphabets, phonemic awareness, oral and written language.

Communication Activities:

- ✿ Reading
- ✿ Talking
- ✿ Singing
- ✿ What other activities can be done at home to promote communication?



Gross Motor



How a child uses their arms, legs and other large muscles.

Gross Motor Activities:

- ✿ Crawling
 - ✿ Walking
 - ✿ Running
 - ✿ Skipping
 - ✿ Jumping
 - ✿ Climbing
- ✿ *What other activities can be done at home to promote gross motor development?*



Fine Motor



Fine motor activities teach hand-eye coordination and require children to learn to precisely control the muscles in their hands.

Fine Motor Activities:

- ✿ Coloring
- ✿ Using Tweezers
- ✿ Writing
- ✿ Tearing Paper
- ✿ Cutting with Scissors
- ✿ *What other activities can be done at home to promote fine motor development?*



Problem Solving



How a child plays with toys and solves problems. Includes cause and effect, reasoning, and early math skills.

Problem Solving Examples & Activities:

- ✿ A baby who repeatedly drops a spoon from her highchair is exercising her cognitive ability, as she's learned that when she drops it, you will pick it up (cause and effect).
- ✿ Patterning
- ✿ Counting
- ✿ *What other activities can be done at home to promote problem solving?*



Personal-Social



A child's self-help skills and interactions with others. Your child is a social being! Learning to play, especially with others, is a skill.

Personal-Social Activities:

- ✿ “Teaching” in this domain involves making sure a child feels safe and nurtured
- ✿ Manners and using kind words might also be examples included in this domain
- ✿ What other activities can be done at home to promote personal-social development?





Social-Emotional Development

Social-emotional development is a child's ability to experience, express, and manage emotions, develop positive relationships with caregivers and others, and explore their environment with curiosity and confidence. The seven key areas of social-emotional development are: adaptive functioning, affect, autonomy, compliance, interaction, self-regulation, and social-communication.

Adaptive Functioning

A child's success or ability to cope with physiological needs (e.g., sleeping, eating, elimination, safety).

Adaptive Functioning Activities:

- ✿ Practice dressing
- ✿ Practice hygiene
- ✿ Practice self-feeding



Affect

A child's ability or willingness to demonstrate his or her own feelings and empathy for others.

Affect Activities:

- ✿ Teach feeling words
- ✿ Recognize emotions
- ✿ Celebrate diversity
- ✿ Encourage reflection
- ✿ Create a calm-down area
- ✿ Provide a daily check-in



Autonomy

A child's ability or willingness to self-initiate or respond without guidance (i.e., moving to independence).

Autonomy Activities:

- ✿ Picking out clothes
- ✿ Putting away toys
- ✿ Taking care of a pet
- ✿ Getting themselves dressed
- ✿ Preparing breakfast or lunch
- ✿ Preparing toothbrush and brushing teeth
- ✿ Setting the table or cleaning up the table after a meal
- ✿ Cleaning room – making bed, dusting, putting away laundry



Compliance

A child's ability or willingness to conform to the direction of others and follow rules.

Compliance Activities:

- 🌸 Red Light, Green Light
- 🌸 Mother May I?
- 🌸 Freeze Dance
- 🌸 Follow My Clap



Interaction

A child's ability or willingness to respond to or initiate social responses to parents, other adults, and peers.

Interaction Activities:

-  Follow their interests
-  Learn to ask questions
-  Practice role playing
-  Know your child's limits
-  Be a good role model

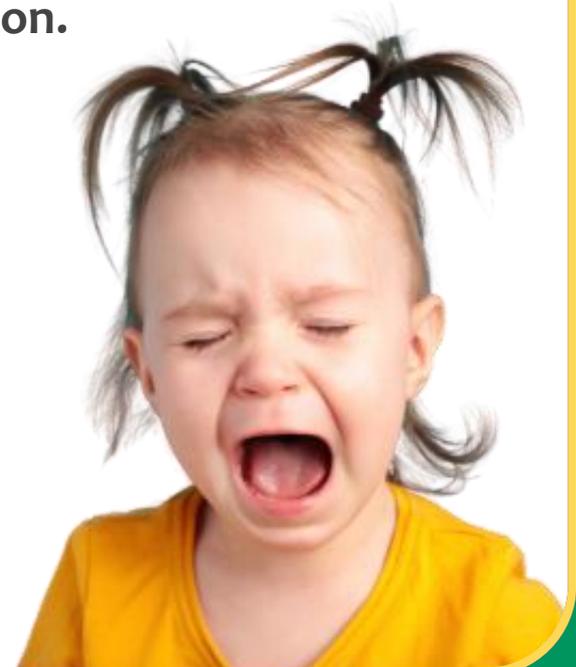


Self-Regulation

A child's ability or willingness to calm or settle down or adjust to physiological or environmental conditions or stimulation.

Self-Regulation Activities:

- ✿ Freeze dance
- ✿ Musical chairs
- ✿ Jenga



Social-Communication



A child's ability or willingness to interact with others by responding to or initiating verbal or nonverbal signals to indicate interests or needs, feelings, and affective or internal states.

Social-Communication Activities:

- ✿ “I” messages
- ✿ This or that



Feedback from BBB

- Send out follow up survey
- Personalize the email to thank the parents

Help Me Grow Books, Balls & Blocks Follow-Up Survey

To | Cc Bcc

Help Me Grow Books, Balls & Blocks Follow-Up Survey



Books, Balls & Blocks Follow-Up Survey

Please indicate your relationship to your child. *

Have you learned anything new as a result of completing the screening/working with Help Me Grow? *

Yes

No

Sans Serif

Send

Parent's Comments About BBB

- *“I learned that some of the things my daughter does that drive me crazy (like climbing on the furniture and jumping off of everything) are ways that she is learning!”*
- *“I came away with a greater appreciation of some of the basic stuff we already have. For instance, I hate play doh. I do but after last night, I'm more willing to break it out so that they can work on their fine motor skills.”*
- *“I have never heard of Help Me Grow. I learned about the new resource and how to get help on development if I need it. I stay at home with Logan and he has never been enrolled in daycare or any sort of school. It's great to know about resources I can use if needed.”*
- *“I learned about the services offered by Help Me Grow Onondaga and will absolutely share with others! I also learned a few new developmental activities to help my kids - I will be saving empty food boxes for my kids to play with and will try to make a photo book as well.”*
- *“I learned some new activities to help entertain/teach the kids. I like the idea of using the mirror and teaching emotions/faces.”*

Discussion

Thoughts? Questions?



Summer Merrick
Program Director



(315) 218-1938



helpmegrowonondaga2@gmail.com



helpmegrowonondaga



@helpmegrowoc



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