PALS Micro Trainings Resource Webinar
July 23, 2024
Nemours is currently funded by the Centers for Disease Control and Prevention (CDC) under a five-year Cooperative Agreement (5 NU38OT000304-05-00) to support statewide early care and education (ECE) organizations to integrate best practices and standards for healthy eating, physical activity, breastfeeding support, and reducing screen time in ECE systems and settings. The views expressed in written materials or publications, or by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services, nor does the mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.
Agenda

• What is PALS?
• State Lead Voice
• Trainer Voice
• What are Micro Trainings?
• Accessing PALS Materials
What is PALS?

- PALS is a set of evidence informed training materials for ECE trainers and technical assistants
- 5 training sessions, 60-90 minutes in length with options for in person and virtual delivery
- Content includes best practices in physical activity and addressing common challenges to PA in ECE settings
- During PALS, participants complete a self-assessment of their PA practices using a tool that aligns with state ECE efforts and create an action plan to advance PA practices or environments
- **REACH**- 22 states and 895 trainers
PALS in New York State

- 65 PALS Trainers from two trainer groups
  - Creating Healthy Schools and Communities Grant (CHSC) trainers
    - New York State funds trainer time and materials for ECE programs
  - SPAN Master trainers - Trainer time funded by the trainer’s agency, SPAN funds used for TtT
- Monthly coaching calls for CHSC trainers
- PALS is embedded in ASPIRE PD registry
- Working to bring PALS content to higher education

Future work
- Micro Trainings coming to New York Trainers in the Fall of 2024
- Plans to expand the cadre of SPAN Master Trainers
PALS in Missouri

- 57 trainers have completed the PALS TtT
  Primary agencies represented include:
  Child Care Health Consultants through Office of Childhood
  &
  The University of Missouri Extension

- PALS is embedded in Missouri Professional Development Systems (MOPD)

- A reimbursement incentive project for PALS trainers is underway

- Classroom materials are provided as door prizes for participants

Future work

- Bringing the Micro Training TtTs to Missouri trainers

- Trainer Networking and Coaching calls
Trainer Voice

Carmen Sanchez
Casey Marcotte
Sarah Carter
What are PALS Micro Trainings?

• 30–60-minute training sessions

• Launched April - July 2024 with recordings available

• Each training has a Facilitator Guide, presentation slides, speaker notes, participant handouts, family engagement strategies, or resources

• Training topics focus on challenge areas identified by PALS trainers
  • Active Play in Cold Weather: Supporting Outdoor Play
  • Physical Activity in Small Spaces
  • Active Play with Mixed Age Groups
  • The Connections Between Active Play and Social-Emotional Learning
  • Outdoor Activity Settings
Micro Training Reviewers

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Director of Quality Improvement and Community Nutrition  
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Active Play in Cold Weather: Supporting Outdoor Play in ECE Settings

60-minute training session
Goal
More children experience outdoor play best practices daily
Session Objectives

1. Explain common misunderstandings

2. Recognize challenges and solutions to cold weather play

3. Understand National Recommendations, State Standards, and Program Policies on cold weather outdoor play

4. Identify two strategies that support ECE providers and children in enjoying outdoor play in cold weather
Family material- Active Play in Cold Weather

Active Play in Cold Weather

Benefits of Outdoor Play for Children
- Boosts immunity
- Exposure to fresh air
- Vitamin D
- Strengthens mental wellbeing
- Improves vision
- Increases amounts of active play

Cold weather does not mean the end of family fun outside!
- Help kids learn to enjoy being active outdoors on the gray, cold days of winter.
- Continue with your child’s favorite outdoor activities.
- Visit local playgrounds.
- Take a walk and explore the winter world.
- Sled play or build a snow castle.
- Bubble play - Bubbles freeze at about 12°F.

Dressing for the Weather
You may have heard the saying, “there is not bad weather, only poor clothing choices.” Clothing choices can make the difference between unpleasant and wonderful outdoor experiences for both adults and children.
- Make sure children stay dry and keep moving to stay warm.
- Thin layers are most effective for keeping us warm.
- Below 32°F, a hat that covers the ears, gloves or mittens, and a wind and water resistant coat keep us comfortable.
- Boots and snow pants allow for longer periods of outdoor play.

Did you know? Colds are caused by viruses, not from cold temperatures
Viruses are more common in winter because cold temperatures keep people indoors in close quarters, allowing viruses to spread through the air more easily. Getting outdoors gives us fresh air.
Physical Activity in Small Spaces:
Four Games to Promote Movement in Limited Space

Add Trainer information here
Session Objectives

1. Describe how small spaces can promote opportunities to practice gross motor skills, engage large muscle groups and be active at various intensities.
2. Recognize how to set up your small space for active play.
3. Identify 4 games that can be played in small spaces.
Four Games for Small Spaces

Games without Equipment
1. Movement and Music
2. Line Game Adaptations

Games with Equipment
1. Sock/Bean Bag Games
2. Tape Games
Provider Handout
Active Play with Mixed Age Groups
Session Objectives

Review developmentally appropriate practice and the implications for mixed age groups.

Adapt and select active play opportunities for mixed ages according to the needs of each age group.
Planning Strategies for Active Play with Mixed Age Groups

- **Adapt instructions** for use with different age groups.

- **Select materials** based on ability and/or that can be used with most ages.

- **Engage in concurrent activities** with toddlers and preschoolers.
Adapting and Selecting Activities for Mixed Age Groups

Developmentally Appropriate Practice

- **Active Play** Challenges with balls
- **Open-ended** physical activity with Music and Movement
- **Teacher-led** stretching, yoga and mindfulness
Activities for Families with Young Children

Select movement activities to do as a family. Choose activities that work best for your child(ren)'s age, ability, and time you have available.

Infants and Toddlers (0-24 months)

- Help your child to stretch their arms and legs.
- Encourage your child when you see them kicking their legs.
- Lay next to your child in "Happy Baby" yoga pose. See if they will reach for their toes.
- Spend some time outdoors with your child.
- Place your child on your chest as you lay down. They may lift their head to look at you which helps strengthen their neck muscles!
- Hold your child and dance to a song you both like.
- Mimic the moves your child does.
- Move a bright object slowly as your child's eyes follow it.
- Place your child on his or her tummy to reach a toy nearby.
- Sing "The Wheels on the Bus" and help your child to do the hand or body movements to the song.

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Session Handouts
The Connections Between Active Play and Social-Emotional Learning in Early Childhood

60-minute training session
Objectives

1. Recognize the impact of active play on the brain

2. Recall four social-emotional skills developing in early childhood and discuss how active play supports growth of skills

3. Identify one strategy to incorporate into practice that supports social-emotional skill development
Social-Emotional Skills in Early Childhood

- Emotional literacy
- Friendship skills
- Problem solving
- Behavior regulation

National Center for Pyramid Model Innovations
Engaging Families

### Social–Emotional Development By Age

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>0-3 Months</th>
<th>4-6 Months</th>
<th>7-9 Months</th>
<th>10-12 Months</th>
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</thead>
<tbody>
<tr>
<td>Baby</td>
<td>Began to smile in response to their caregivers, also called a social smile.</td>
<td>It usually happy when surrounded by cheerful caregivers</td>
<td>May show anxiety around strangers</td>
<td>Attempts to display independence, e.g., crawling for exploration or refusing food</td>
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<td></td>
<td>Develops more facial and body expressions, e.g., squinting</td>
<td>Responds to and copies some movements and facial expressions</td>
<td>Plays social games, e.g., peek-a-boo</td>
<td>May show fear around unfamiliar people and objects</td>
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<td>Can briefly calm themselves, e.g., pouting on thumb</td>
<td>Develops an awareness of their surroundings and begins to express a desire to engage, e.g., banging objects or toys</td>
<td>Learns the meaning of words when they’re used consistently</td>
<td>Tries to get attention by impeaching sounds and gestures</td>
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<td></td>
<td>Brings them to a new environment and may cry when playing stops</td>
<td></td>
<td>Enjoy looking at set in a mirror</td>
<td>Enjoys imitating people in play</td>
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<td></td>
<td>Makes eye contact and looks at people while interacting</td>
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#### 1-2 Years

- Shows definite behavior to establish independence, e.g., having tantrums
- Does not understand what others think or feel and believes everyone thinks as he does, e.g., feels upset when no longer the center of attention
- Enjoys being around other children, but not yet able to share easily
- Can play independently for brief periods of time

#### 2-3 Years

- Copies others in more complex tasks, e.g., dressing, cooking, self-care
- Shows affection towards friends
- Shows an increasing variety of emotions
- Seeks help when there are major changes at home
- Seeks concerned about personal needs and may even act “sassy”

#### 3-4 Years

- Starts cooperating more with others during play, e.g., sharing toys
- Can sometimes work out conflicts with other children, e.g., taking turns in small groups
- Uses words to communicate needs instead of screaming, grumbling, or whining
- Becomes more independent in daily activities, e.g., may choose own clothes to wear

#### 4-5 Years

- Has more developed friendships and maybe owns a “best friend”
- More cooperative when rules
- Understands and is sensitive to others’ feelings
- Understands the difference between real life and make-believe
- Has changes in attitude, e.g., is demanding at times and cooperative at times

Pathways.org is a 501(c)(3) not for profit organization.
Increasing Active Play at Child Care: Outdoor Activity Settings

90-minute training session
Objectives

With this training you will:

• Learn about concepts related to outdoor play and learning

• Identify activity settings in early care outdoor settings that encourage physical activity

• Consider activity settings to incorporate into your existing environment that support active play
Outdoor Activity Settings

- Acoustic/Music Play Setting
- Cut Flower Garden
- Deck
- Dry Stream Bed
- Earth Play Setting
- Fruit and Vegetable Garden
- Gathering Setting
- Grass Maze
- Greenhouse
- Gross motor logs
- Grove of Small Trees/Shrubs
- Indoor-Outdoor Transition Setting
- Loose Parts Setting
- Manufactured Play Equipment
- Mound
- Mud Kitchens or Café
- Multipurpose Lawn
- Natural Construction Setting
- Orchard
- Outdoor Classroom
- Pathway (primary)
- Pathway (secondary)
- Performance Setting
- Playhouse
- Project Setting
- Sand Play Setting
- STEM or STEAM Center
- Water Play Setting (full-body)
- Water Play Setting (hands-in)
- Wildlife/Pollinator Garden
Accessing PALS Micro Trainings

https://healthykidshealthyfuture.org/trainers/pals/pals-resources/
Accessing the PALS Micro Trainings

https://healthykidshealthyfuture.org/trainers/pals/pals-resources/