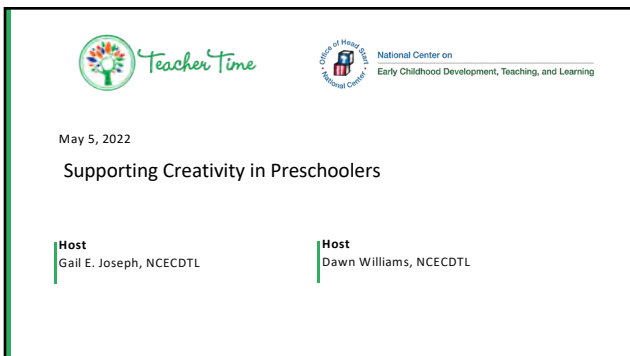
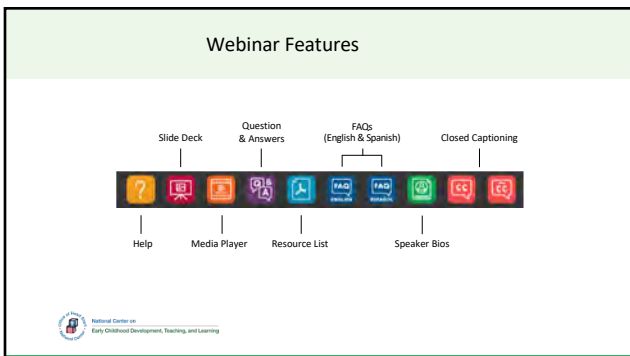



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Viewer's Guide

Supporting Creativity in Preschoolers

National Center on Early Childhood Development, Teaching, and Learning


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Head Start Early Learning Outcomes Framework

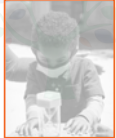
		CENTRAL DOMAINS				
		APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor and Physical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

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Approaches to Learning




Emotional and Behavioral Self-Regulation



Cognitive Self-Regulation



Initiative and Curiosity



Creativity

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Creativity ELOF Goals for Preschoolers

Goal P-ATL 12. Child expresses creativity in **thinking** and **communication**.

Goal P-ATL 13. Child uses **imagination** in play and **interactions** with others.



7

Creativity: Focus for Today

Goal P-ATL 12. Child expresses creativity in **thinking** and **communication**.

Goal P-ATL 13. Child uses **imagination** in play and **interactions** with others.



8

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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What supports your creativity?




10


Developmental Progression of Creativity



Responds to adults' prompts to express creative ideas in words and/or actions.

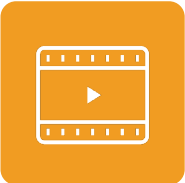


Communicates creative ideas and actions both with and without prompting from adults.




Approaches tasks and play with creative problem solving. Asks questions that show new ways of thinking. Uses multiple ways to communicate thoughts, feelings, or ideas.

11



Video: Responds to Prompts

Responds to adults' prompts to express creative ideas in words and/or actions.



12

Developmental Progression of Creativity



Responds to adults' prompts to express creative ideas in words and/or actions.




Communicates creative ideas and actions both with and without prompting from adults.




Approaches tasks and play with creative problem solving. Asks questions that show new ways of thinking. Uses multiple ways to communicate thoughts, feelings, or ideas.

13




Video: Communicates Creative Ideas

Communicates creative ideas and actions both with and without prompting from adults.




14


Developmental Progression of Creativity



Responds to adults' prompts to express creative ideas in words and/or actions.




Communicates creative ideas and actions both with and without prompting from adults.



Approaches tasks and play with creative problem solving. Asks questions that show new ways of thinking. Uses multiple ways to communicate thoughts, feelings, or ideas.

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Video: Creative Problem Solving, Thinking and Expression

Approaches tasks and play with creative problem solving. Asks questions that show new ways of thinking. Uses multiple ways to communicate thoughts, feelings, or ideas.

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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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Behavioral Expectations in Advance



"When we go to centers, a center you want to play at might be full. If that happens, think about a second center you would like to play at."

"It can be scary trying something new, if you feel nervous about it, remember you can ask for help."

"If you start to feel frustrated, you can try using the calm down corner before trying the task again."

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Behavioral Expectations in Advance: Visual Supports



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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 that ball up the ramp!"

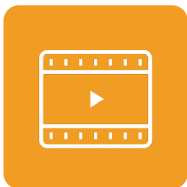
"Look at what you created!"

Respond to a child's creative process with descriptive encouragement

"I noticed you constructing with the clay, pinecones and sticks. You rolled the clay, patted it and squished it. I saw you try to stand the stick up in the clay a few times and it would fall over. Then you pressed the pinecone in the clay."

Remember to smile and focus on the process and effort!

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Attend to and Encourage Appropriate Behavior

Building a Tower!



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Scaffold with Cues and Prompts



Ask opened ended questions to support deeper thinking.

“Look at all these materials! You have been doing a lot of painting! Can you tell me more about your plan? What are you going to do with the bubble wrap?”

“What will you do if your idea doesn’t work?”

Model creative thinking, problem solving and expression out loud

“Hmm, I wonder what will happen if we move this block here? It looks like that didn’t keep the tower up either. Oh, I have an idea! Let’s try this block instead.”

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Scaffold with Cues and Prompts

Chalk!



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Scaffold with Cues and Prompts




- Ask children to revisit an idea, creation or play they show interest in


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Increase Active Engagement




- Provide open ended materials
- Allow cross-area play

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Increase Active Engagement

Create spaces for small group work



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Increase Active Engagement



- Be an active and engaged observer, a partner in play

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Increase Active Engagement



- Allow for longer blocks of time
- Create a space where you can say yes more than no

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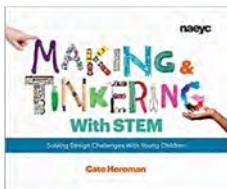
Create or Add Challenge



Provide design challenges with a "low threshold, high ceiling and wide walls." (Resnick, 2005)

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Create or Add Challenge with a Design Challenge




- Uses children's books to introduce a design challenge.
- Children use a variety of open-ended materials to solve a problem the characters are having in the book or try to replicate a building.
- Begins in a familiar place for children with the story characters.
- Invites children to think deeply about a problem.

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Create or Add Challenge with a Tinkering Station






- Create a space for open-ended creativity
- Art center, loose parts station, recycle center or tinkering station
- Small group workspace
- Access to different materials

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Specific Feedback



"I saw you notice that the tinkering center was full and went to the science center instead. That is a great strategy!"







"I heard you playing the drums and singing. Tell me a story about the song you were playing? I wonder what other instruments you can add to your song?"

"You tried so many ways to figure out the scissors. Can I help you? I wonder if you tried putting your fingers here. What do you think?"

When children approach with a question, try asking them questions to support deeper thinking, problem solving and new ideas

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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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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

35

Small Change Big Impact


Environmental Supports

Physical Adjustments




Change the Space Define Boundaries Add Visual Cues

36




Focus on Equity



37

Focus on Equity

Talking about Race




- Three-to-five-year-old children categorize people by race.
- Express bias based on race.
- Use racial categories to “identify themselves and others, to include or exclude children from activities, and to negotiate power in their own social/play networks” (Winkler, 2009).
- Five- to six-year-old children show the same level of implicit bias as adults

38

Focus on Equity

Strategies for Talking About Race




- Silence reinforces racism
- Promote positive racial identity
- Acknowledge hurtful and unfair behavior
- Talk about how to be a good friend
- Ask questions

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Focus on Equity

Talking About Differences



- Emphasize and celebrate differences
- Model positive ways to talk about differences
- Talking about differences does not create bias, children learn prejudice from prejudice.

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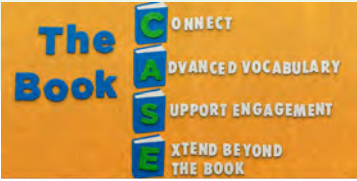


Reflection

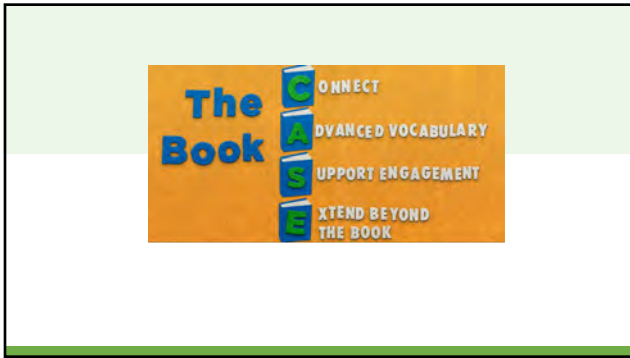


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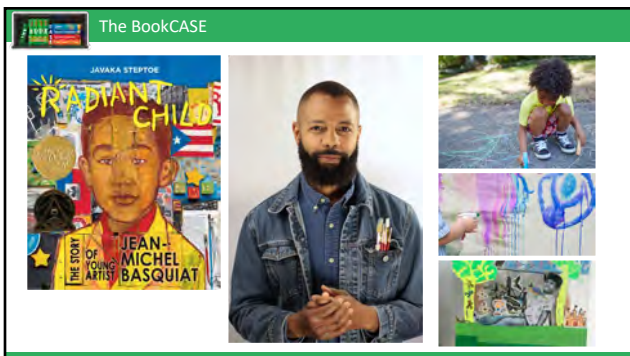
The BookCASE



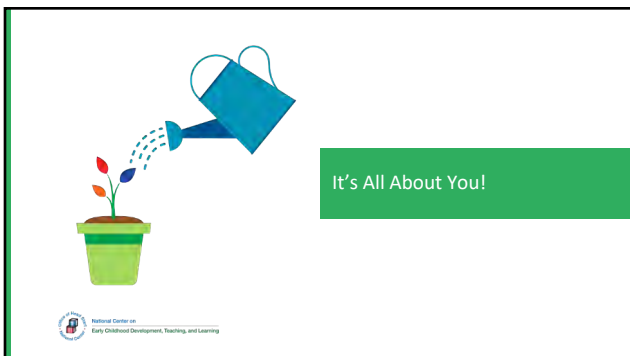
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It's All About You!

 **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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Join Us For Our Next Episode!

June 2: Creativity for Infant and Toddlers


Thank You!



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<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-social-network-early-childhood-professionals>





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



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http://bit.ly/iPD_ECLKC

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