

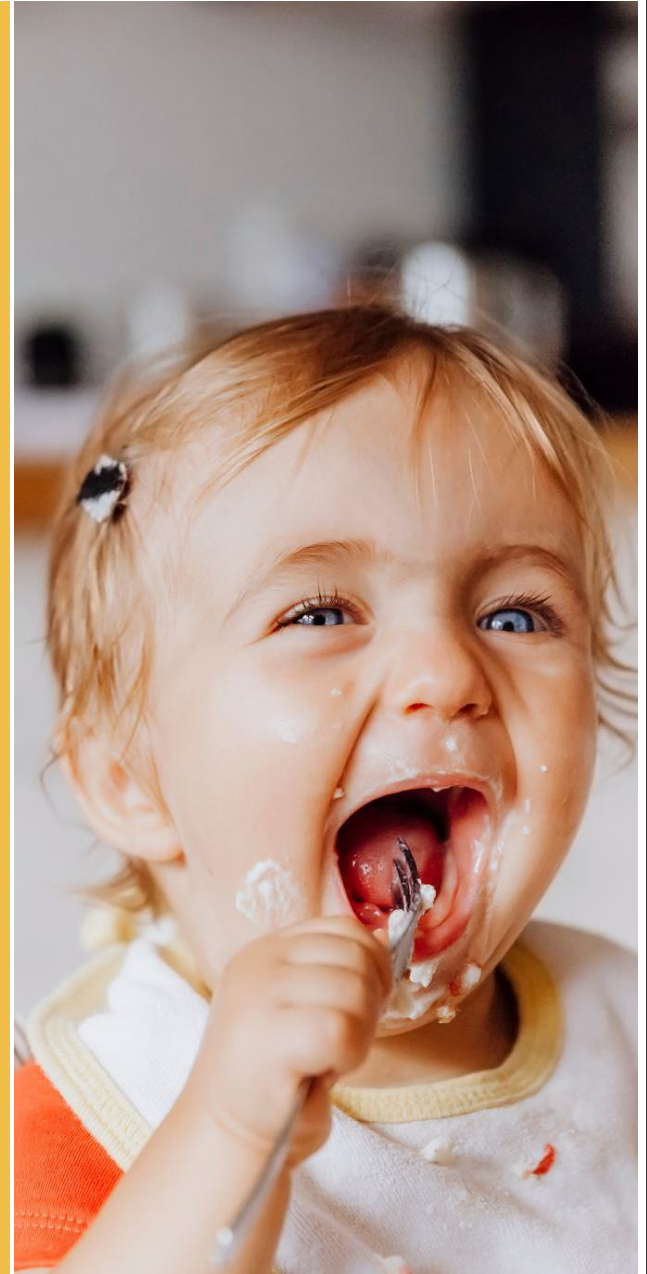
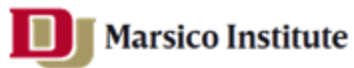
STEM Meets EI Series: STEM Around the House

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FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE





Welcome and Introduction



WILLKOMMEN
欢迎
स्वागत
BIENVENIDA
WELCOME
BIENVENUE
ようこそ
добро пожаловать
ترحيب
BEM-VINDO



Who is in the Room?

Housecleaning items

- The CEU is for live session participants who complete the evaluation.
- Once the series is finished in September, you will receive a request form about CEU.
- If you encounter any issues, please message Kellen Reid via the Zoom chat.
- The webinar will be recorded, and you can find the recording a week after the session. Additionally, you can find resources on the page.



Objectives

- Understand what STEM looks like in the context of home visiting
- Identify everyday materials and moments that could be used to support developmental and functional goals across all developmental domains and disciplines, including STEM.



Overview:

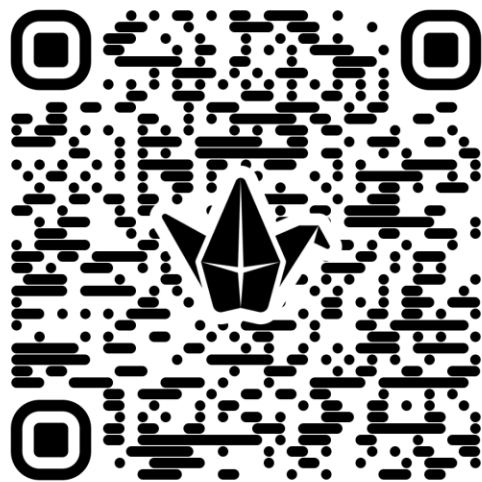
STEM isn't one more thing—it is already part of what you do as EI Providers.

STEM isn't just for teachers, it is a way to foster thinking, language, and motor development





Padlet



Scenarios

■ Leo is a curious and active 30-month-old boy who receives early intervention services from an interdisciplinary team, including an occupational therapist (OT), a physical therapist (PT), and a speech-language pathologist (SLP). He enjoys playing with cars, helping with chores like laundry, looking at books, and water play.

Meet Leo

Leo shows emerging skills in

Expressive Language

beginning to use single words and gestures to communicate his wants and needs but is still learning how to combine words

Motor Coordination

enjoys mealtime and playing outside but struggles with using utensils or climbing playground equipment without support

Sensory Processing

loud noises and certain textures overwhelm him and he responds by covering his ear, and crying



*How would you support Leo's learning during a home visit?
Describe the activity you would use, the materials involved, and how you would engage both Leo and his parents based on the scenario above.*



Share Back



What is Bagless Therapy?

Bagless Therapy

■ What:

- Using natural environments, daily routines, and materials already available at home

■ Why:

■ **Spontaneously occurring activities instead of adult-created activities**

- Families won't feel the need to purchase special or expensive toys because therapy uses what's already at home.

■ **Easy to Use Every Day:**

- Families learn simple strategies they can use during their daily routines—making it easy to practice skills throughout the day.

■ **Families Feel Confident:**

- Shows families they already have everything they need right at home, empowering them to support their child's development naturally.

Spontaneously occurring activities instead of adult-created activities

Myth

Therapy must always be planned and led by the therapist to work.

You need special toys or materials for the child to make progress.

Families won't know how to help without therapist-created activities.

Fact

Children often learn best during activities they naturally choose and enjoy. Spontaneous play can be just as effective—or even more effective—for learning.

Everyday items and familiar routines are powerful learning tools. Families already have what they need at home.

When therapists show strategies in daily activities, families learn how to naturally support their child, building confidence and skills that last.

Routines and activities can be used to support children's learning and development







**I don't do STEM—
I focus on
language/motor/
sensory**

Think about

- Children learn within many daily activities & routines. Parents guide learning within routines, but learning also occurs spontaneously through children's observations & experiments with people and materials around them
 - What do you notice about the child's thinking, learning and development?
 - What did the child figure out by observing or trying things?





Going back to Leo

- Leo is learning to use a spoon during meals. When he is given the spoon, he often drops it right away or doesn't try to bring it to his mouth. Sometimes he seems unsure what to do with it.
 - What is he trying to figure out/learn?



What is he trying to figure out/learn?

- How to hold and grip the spoon without dropping it (motor coordination)
- What the spoon is *for* (understanding that it's a tool for eating; a means to an end)
- How to get the food onto the spoon and into his mouth (problem-solving)
- What happens if he tips or moves the spoon in different ways (cause and effect)





Practice

More Leo : Outdoor Play

- *During outdoor playtime at the park, Leo is standing near the small climbing structure. He reaches toward the steps and says “Up,” but doesn’t attempt to climb on his own. When another child starts screaming nearby , Leo covers his ears and looks upset.*
- **What is Leo trying to figure out or learn?**



More Leo: Laundry time

- *At home, Leo sees the empty laundry basket on the floor. He walks over, touches the edge, and looks at you. He carefully climbs into the basket and sits down, smiling. Then he tries to stand up but wobbles and reaches for support. He says "Up!" as he tries to climb out.*
- **What is Leo trying to figure out or learn?**



**“ When we say ‘STEM,’ we don’t mean
you’re turning into a science teacher.**

**We mean you have the power to see
everyday moments in a whole new way.**

**STEM is already happening right
alongside children’s learning
every single day, in every routine.**

”





Q&A and Reflections



- **What's one thing you learned today that helped you see your work differently?**
- **What's one small change you can try before your next session or visit?**