




BEHAVIOR HAS MEANING PRESENTER NOTES - OPTIONAL

OPTIONAL SLIDES FOR ALL SETTINGS




HSPPS Support Children’s Behaviors

Subpart C - Education and Child Development Program Services

1302.30 Purpose

All programs must provide high-quality early education and child development services, including for children with disabilities, that promote children’s cognitive, social, and emotional growth for later success in school....



NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

OPTIONAL SLIDE 1

All programs must provide high-quality early education and child development services to all children, including those with disabilities. These services must promote children’s cognitive, social, and emotional growth. Children’s social and emotional development depends on high-quality learning experiences and effective teaching practices and interactions with program staff. A home-based program must promote secure parent-child relationships and help parents provide high-quality early learning experiences.

Observing children and figuring out the meanings behind their behaviors supports positive interactions with adults and children, builds confidence, and supports social and emotional skills. These skills and behaviors promote school readiness.

Goals related to infant, toddler, and preschooler behavior are across the Head Start Early Learning Outcomes Framework (ELOF) domains. As children communicate with adults through their behaviors, they express themselves, learn to manage their behaviors, and practice self-regulation.

HSPPS Support Children's Behaviors



Subpart C - Education and Child Development Program Services

1302.33(b) Assessment for Individualization

A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child's developmental level and progress...



OPTIONAL SLIDE 2

As children communicate with adults through their behaviors, they express themselves, learn to manage their behaviors, and practice self-regulation skills. These are ELOF goals across the developmental continuum for infants, toddlers, and preschoolers. Conduct ongoing child assessments to evaluate children's developmental level and progress. This helps teachers individualize opportunities for each child. Conducting ongoing child assessment also helps teachers understand developmentally appropriate behaviors and learn when to refer children for additional services.



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Subpart C - Education and Child Development Program Services

1302.34(b) Engaging parents and family members.

A program must offer opportunities for parents and family members to be involved in the program's education services and implement policies to ensure...



OPTIONAL SLIDE 3

Programs must offer opportunities for parents and families to participate in the program's education services. They may offer volunteer opportunities, invitations to provide feedback, and communicate with families through daily interactions or parent-teacher conferences. Engaging with families also helps us to understand children's behaviors.



HSPPS Support Children's Behaviors



Subpart D – Health Program Services

1302.45 Child mental health and social and emotional well-being

To support a program-wide culture that promotes children's mental health, social and emotional well-being, and overall health, a program must...



OPTIONAL SLIDE 4

Programs should support a culture that promotes children's mental health and social and emotional well-being by supporting effective classroom management, positive learning environments, and effective teacher and home visitor practices.

Observing and responding to children's behaviors is a part of what you do as a teacher, family child care provider, and home visitor. It is not an additional curriculum piece to add to your planning and practices. Learn the meaning of children's behaviors to meet children's needs and understand their intentions and emotions—helping children feel valued and respected.

