



HOME VISITING
COMMUNITY

Welcome!

Download the **Participants Guide** found in the **Green "Resource List" Widget**
Use the **Guide** to take notes during the webinar

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Supporting Positive Family Responsiveness To Children's Communication

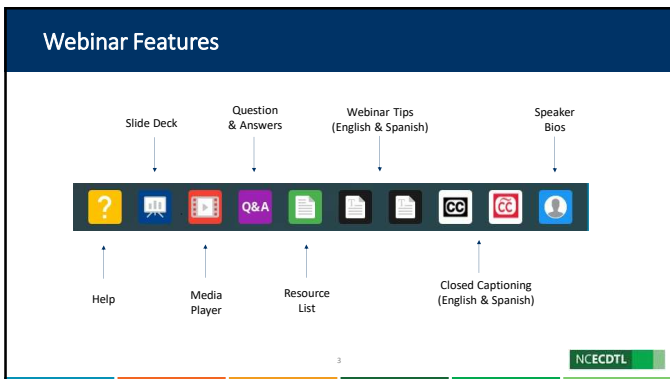
March 10, 2021

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National Center on Early Childhood Development, Teaching, and Learning

National Center on Health, Behavioral Health, and Safety

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Webinar Features

Slide Deck

Question & Answers

Webinar Tips (English & Spanish)

Speaker Bios

Help

Media Player

Resource List

Closed Captioning (English & Spanish)

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Learning Objectives

1. Discuss ways that children use their behavior to communicate
2. Use strategies and resources to support families in understanding children's communication and determining an effective response

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Healthy Social and Emotional Development is....

| | | CENTRAL DOMAINS | | | | |
|--------------------------|------------------------|----------------------------------|--|---|---|---|
| | | APPROACHES TO LEARNING | SOCIAL AND EMOTIONAL DEVELOPMENT | LANGUAGE AND LITERACY | COGNITION | PHYSICAL, MOTOR, AND PHYSICAL DEVELOPMENT |
| • IRVING TODDLER DOMAINS | Approaches to Learning | Social and Emotional Development | Language and Communication | Cognition | Physical, Motor, and Physical Development | |
| • PRESCHOOLER DOMAINS | Approaches to Learning | Social and Emotional Development | Language and Communication Literacy | Mathematics Development Scientific Reasoning | Physical, Motor, and Physical Development | |

- a protective factor against child abuse and neglect.
- linked to success in school and beyond.
- firmly tied to all other areas of development.

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Behavior Has Meaning

- All behavior is a form of communication and has meaning.
- Children give us "cues" to help us understand what they are trying to communicate.

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Every communicative behavior can be described by the **form** and **function**.

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Form

The behavior used to communicate




What does the behavior **look like**?

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Function

The reason or purpose of the communicative behavior



What is the purpose of the behavior from the child's perspective?

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One Size Does Not Fit All!



- A single **form** of behavior may serve multiple **functions**.
- Multiple **forms** of behavior may serve a single **function**.

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Center on the Social and Emotional Foundations for Early Learning

Available in Family Tools

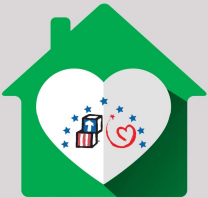


Does This Sound Familiar?

Jordan, age 4 months, has been happily playing around since she has arrived. She giggles for an hour and her eyes are so happy to connect with her parents. Her high chair tray. He reaches for father's eye, gives him a big smile, and drops a piece of food on the floor. When his father picks it up, Jordan looks his legs, waves his arms, and smiles. His father reaches down to pick the food up and says, "Jordan, it looks like you are all done eating. Is that right?" He picks her up and says, "Here, about we have a full stomach of your food, right?"

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What is this behavior telling us?

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What is this behavior telling us?



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Did you observe?

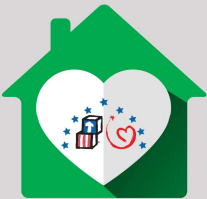


- ✓ Attempts to get another child's attention
- ✓ Uses multiple methods to communicate
- ✓ Shows another child the toy
- ✓ Another child helps based on his actions

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What is this behavior telling us?

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What is this behavior telling us?



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Did you observe?



- ✓ Searches his backpack for his cup
- ✓ Turns away from home visitor and parent
- ✓ Uses multiple methods to communicate his wants
- ✓ Pushes parent away using hands and feet


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Positive Responsiveness changes...

- How we see a child
- How we respond to a child
- How we teach a child



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Trauma Informed Care (TIC)

- Realizes**: Lightbulb icon.
- Recognizes**: Person with symptoms: HEADACHY, HUNGRY, SWEATY, SHAKY, CONFUSED, DIZZY, GRUMPY.
- Responds**: Group of people with actions: GIVE, KEEP LEARNING, BE ACTIVE, TAKE NOTICE, CONNECT.
- Resists**: Pyramid with levels: NEEDS, KNOWLEDGE, INFORMATION, DATA.

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Mental Health

Supporting Children Facing Trauma

The goal of the Head Start Heals campaign is to increase awareness about how Head Start is uniquely qualified to address trauma and promote resilience for children and families. Understanding the effects of trauma on the mental health of young children, knowing how to support them in Head Start settings, and supporting resiliency is critical for young children to heal from adverse experiences and events.

Ensure all children are receiving the best standard of care by incorporating a trauma-informed care approach. The resources below include a variety of webinars that support trauma-informed care, building resilience, and examining impacts of toxic stress and trauma on young children.

Examining the Effects of Toxic Stress and Trauma on the Mental Health of Young Children

Office of Head Start
#HeadStartHeals Campaign

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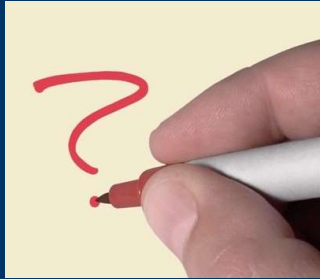
Examining Our Attitudes About Challenging Behaviors

Our views and experiences as adults influence how we view and react to the behaviors of others.

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What behaviors push your buttons?




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Before We React!



Pause, Ask, Respond

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Pause

to think about the possible **meaning** of the child's behavior.

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Ask




Use your “detective” skills by **asking** yourself about what the child is trying to tell you through their behavior.

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Respond




Figuring out the meaning of the behavior can help you **respond** in ways that meet the wants or needs of a child.


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What Might Help!




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Supportive Practices

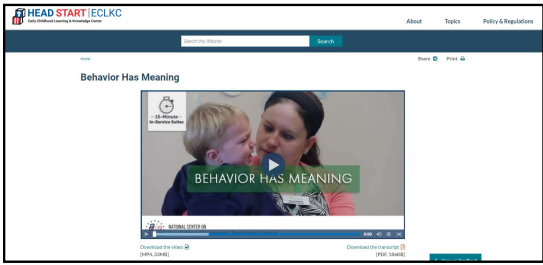
- Identifying teachable moments
- Building positive relationships by making deposits.



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Behavior Has Meaning In-service Suite




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Supportive Practices

- Using Visual Cues
- Teaching children to recognize and express emotions



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Naming Feelings

This is how I feel today!

| Emotions 1 | |
|------------|-------|
| Mad | Sad |
| Loved | Happy |

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Supportive Practices

- Facilitating the development of friendship skills
- Teaching self-regulation

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Learning How To Calm Down

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Learning How To Calm Down



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Question & Answer Time



Roselia Ramirez




Adriana Bernal



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Thank You

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