

2018-2019 TEACHER TIME FOR INFANT/TODDLER TEACHERS

SAFE AND NURTURING LEARNING ENVIRONMENTS FOR INFANTS AND TODDLERS

VIEWERS GUIDE

This viewer's guide summarizes the key points of today's webinar and will help you plan for using effective teaching practices in your learning environment. Helpful resources and information presented in the webinar can be found in the Resources section of this guide.

WE ENCOURAGE TEACHERS AND FAMILY CHILD CARE PROVIDERS TO:

KNOW:

Learn teaching practices that are effective and support children's emotional and physical well-being;

SEE:

Reflect on video clips of best practices that were shown in the presentation;

DO:

Try tips in your own programs with working with children; and

IMPROVE:

Reflect on your implementation of safe and nurturing teaching practices.

KNOW

1. **Be Sensitive and responsive.** When children experience nurturing and sensitive interactions with their caregivers, this makes the child feel safe and confident, knowing that they will be cared for when they are both happy and upset.
2. **Be Consistent.** Having a predictable schedule and consistent routine helps infants and toddlers to know what to expect. It promotes their sense of security and feeling safe by easing the anxiety of wondering what's going to happen next!
3. **Be Mindful.** Pay attention to your own feelings, reactions, behavior expectations, and beliefs about child development during stressful interactions with a child. Use strategies to self-calm so you can respond effectively and compassionately. When a teacher responds calmly to a child, it provides a role model for regulation to children.

SEE

	
<p>What did you notice about how this teacher responded to this child? In what ways was she sensitive and responsive? What else could she have done?</p>	<p>What did you notice about this teacher's reaction to the child's wet sleeve? In what ways is she being sensitive and responsive to the child's needs?</p>

DO

We talked about the importance of routines and schedules. Write three strategies you can use to focus on to support children’s feelings of safety during routines and transitions next week:

1.	
2.	
3.	

If possible, ask your coach or another teacher to observe you in your interactions with children. If someone can’t come to observe, consider taking a video of yourself as you interact with children. Ask for honest observations and suggestions and then use those to improve your daily teaching interactions.

Pick one of the mindfulness strategies you will use next week.

## IMPROVE

REFLECT ON THESE QUESTIONS BASED ON YOUR STRATEGIES IN THE "DO" SECTION

1. If there was a time in your work week that your routines or transitions didn't go as planned, why do you think happened? What would you do differently next time?

2. Based on feedback from your coach or fellow teacher, did they observe you being sensitive and responsive, consistent, or mindful? What is something that would like to work on?

3. Think about the mindfulness strategy you picked and used. Did it work? If so, will you continue using it? If not, is there another mindfulness strategy you would like to try?

RESOURCES AND HEAD START PROGRAM PERFORMANCE STANDARDS

<p><b>Online Resources</b></p>	<ul style="list-style-type: none"> <li>▪ Create a Culture of Safety - <a href="https://eclkc.ohs.acf.hhs.gov/safety-practices/article/create-culture-safety">https://eclkc.ohs.acf.hhs.gov/safety-practices/article/create-culture-safety</a></li> <li>▪ Creating a Culture of Acceptance of Individual Differences (Disability Services Newsletters) – <a href="http://hsicc.cmail19.com/t/ViewEmail/j/89A98B9073052F3C2540EF23F30FEDED/">http://hsicc.cmail19.com/t/ViewEmail/j/89A98B9073052F3C2540EF23F30FEDED/</a></li> <li>▪ EarlyEdU Module: Mindfulness: A Resilience Practice – <a href="https://eclkc.ohs.acf.hhs.gov/professional-development/article/earlyedu-alliance-higher-education-learning-modules">https://eclkc.ohs.acf.hhs.gov/professional-development/article/earlyedu-alliance-higher-education-learning-modules</a></li> <li>▪ Effective Practice Guides: Social &amp; Emotional Development – <a href="https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/social-emotional-development">https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/social-emotional-development</a></li> <li>▪ Office of Head Start Webinar: Strategies to Create Positive Learning Environments for Children and Staff - <a href="https://goto.webcasts.com/starthere.jsp?ei=1205915&amp;tp_key=c46f2143c7">https://goto.webcasts.com/starthere.jsp?ei=1205915&amp;tp_key=c46f2143c7</a></li> <li>▪ Early Educator Central – <a href="https://earlyeducatorcentral.acf.hhs.gov">https://earlyeducatorcentral.acf.hhs.gov</a></li> <li>▪ Text4Teachers – <a href="https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/text4teachers">https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/text4teachers</a></li> <li>▪ The Environment: Schedules and Routines (Virtual Lab School) – <a href="https://www.virtuallabschool.org/infants-toddlers/learning-environments/lesson-5">https://www.virtuallabschool.org/infants-toddlers/learning-environments/lesson-5</a></li> </ul>
<p><b>Online Resources</b></p>	<ul style="list-style-type: none"> <li>▪ Zero to Three             <ul style="list-style-type: none"> <li>▪ Forming a Trusting Bond to Nurture Learning – <a href="https://www.zerotothree.org/resources/161-development-from-birth-to-12-months-old-forming-a-trusting-bond-to-nurture-learning">https://www.zerotothree.org/resources/161-development-from-birth-to-12-months-old-forming-a-trusting-bond-to-nurture-learning</a></li> <li>▪ Everyday Routines, Extraordinary Learning Video Series – <a href="https://www.zerotothree.org/resources/series/everyday-routines-extraordinary-learning-video-series">https://www.zerotothree.org/resources/series/everyday-routines-extraordinary-learning-video-series</a></li> <li>▪ Learning Happens Video Series – <a href="https://www.zerotothree.org/resources/series/learning-happens-video-series">https://www.zerotothree.org/resources/series/learning-happens-video-series</a></li> </ul> </li> <li>▪ Head Start Early Learning Outcomes Framework (ELOF) <a href="https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework">https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework</a> <ul style="list-style-type: none"> <li>▪ There’s the ELOF for That (video)</li> <li>▪ ELOF Interactive Framework</li> <li>▪ ELOF2GO Mobile App</li> <li>▪ Effective Practice Guides</li> </ul> </li> <li>▪ MyPeers – <a href="https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community">https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community</a> <ul style="list-style-type: none"> <li>▪ Teacher Time- <a href="https://mypeers.mangoapps.com/ce/pulse/user/teams/group/profile_view?project_id=876521">https://mypeers.mangoapps.com/ce/pulse/user/teams/group/profile_view?project_id=876521</a></li> <li>▪ Safe Foundations, Healthy Futures Campaign- <a href="https://mypeers.mangoapps.com/ce/pulse/user/teams/group/profile_view?project_id=1351739">https://mypeers.mangoapps.com/ce/pulse/user/teams/group/profile_view?project_id=1351739</a></li> </ul> </li> </ul>
<p><b>Head Start Program Performance Standards</b></p>	<p>Information in this episode reflects the following Head Start Program Performance Standards:</p> <p>§1302.31 Teaching and the learning environment</p> <p>b. Effective teaching practices</p> <p>(1) Teaching practices must:</p> <p>(i) Emphasize nurturing and responsive practices, interactions, and environments...</p> <p>(ii) Focus on promoting growth in the developmental progressions described in the Head Start Early Learning Outcomes Framework...</p> <p>(iii) Integrate child assessment data in individual and group planning; and</p> <p>(iv) Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development...</p> <p>(2) For dual language learners, a program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development. These practices must:</p> <p>(i) For an infant or toddler dual language learner, include teaching practices that focus on the development of the home language, when there is a teacher with appropriate language competency, and experiences that expose the child to English</p>

<p><b>Head Start Program Performance Standards</b></p>	<p>(c) Learning environment</p> <p>(1) For infants and toddlers, promote relational learning and include individualized and small group activities that integrate appropriate daily routines into a flexible schedule of learning experiences.</p> <p>§1302.33 Child screenings and assessment</p> <p>(c) Characteristics of screening and assessment</p> <p>(2) If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to:</p> <p>(i) Assess language skills in English and in the child’s home language, to assess both the child’s progress in the home language and in English language acquisition;</p> <p>(ii) Conduct...assessments for domains other than language skills in the language or languages that best capture the child’s development and skills in the specific domain;</p>
<p><b>Head Start Program Performance Standards</b></p>	<p>Subpart D -- Health Program Services</p> <p>§1302.45 Child Mental Health and social and emotional well-being</p> <p>a) <i>Wellness promotion.</i> To support a program-wide culture that promotes children’s mental health, social and emotional well-being, and overall health, a program must:</p> <p>(1) Provide supports for effective classroom management and positive learning environments; supportive teacher practices; and, strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns;</p> <p>(2) Secure mental health consultation services on a schedule of sufficient and consistent frequency to ensure a mental health consultant is available to partner with staff and families in a timely and effective manner;</p> <p>(3) Obtain parental consent for mental health consultation services at enrollment; and,</p> <p>(4) Build community partnerships to facilitate access to additional mental health resources and services, as needed.</p> <p>(b) <b>Mental health consultants.</b> A program must ensure mental health consultants assist:</p> <p>(1) The program to implement strategies to identify and support children with mental health and social and emotional concerns;</p> <p>(2) Teachers, including family child care providers, to improve classroom management and teacher practices through strategies that include using classroom observations and consultations to address teacher and individual child needs and creating physical and cultural environments that promote positive mental health and social and emotional functioning;</p> <p>(3) Other staff, including home visitors, to meet children’s mental health and social and emotional needs through strategies that include observation and consultation;</p> <p>(4) Staff to address prevalent child mental health concerns, including internalizing problems such as appearing withdrawn and externalizing problems such as challenging behaviors; and,</p> <p>(5) In helping both parents and staff to understand mental health and access mental health interventions, if needed.</p> <p>(6) In the implementation of the policies to limit suspension and prohibit expulsion as described in §1302.17.</p> <hr/> <p>Subpart F—Additional Services for Children with Disabilities</p> <p>§1302.60 Full participation in program services and activities</p> <p>A program must ensure enrolled children with disabilities...receive all applicable program services... and that they fully participate in all program activities.</p>