

---

# What do Infants and Toddlers Need to be Ready for School?

---

Region X Conference – “Setting the Stage”  
Seattle Airport Marriott, WA  
March 4, 2014

Melissa Bandy  
[Melissa.bandy@icfi.com](mailto:Melissa.bandy@icfi.com)

Annie Dalgetty  
[Annie.dalgetty@icfi.com](mailto:Annie.dalgetty@icfi.com)

Region X TTA



EARLY HEAD START  
National Resource Center

---

# Session Objectives

---

- Reflect on key elements of school readiness for ALL infants, toddlers and their families.
- Identify strategies for developing sustainable quality services related to school readiness.



**Claim It!  
Define It!  
Promote It!**



**Infant and Toddler  
School Readiness:  
How did we get  
here?**



# On a scale of 1-3 how would you rate your program when it comes to School Readiness for Infants and Toddlers?

 You may respond at **PollEv.com** when the presenter pushes this poll

 Text a **CODE** to **37607**

1. Claimed it: starting to use School Readiness language with Staff, Parents, Families and the Community.

**863687**

2. Defined it: We have updated our strategic plan and school readiness plan to reflect school readiness for Infants, Toddlers and their Families.

**863688**

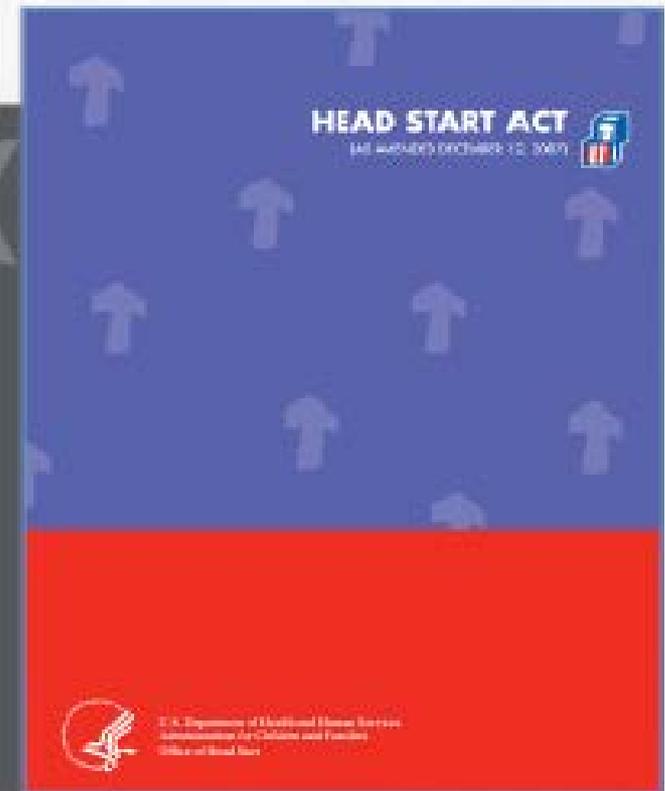
3. Promote it: We claimed it, we defined it and now we own it. Promoting school readiness is everyone's business.

**863689**

0

# Federal Requirements that Guide our Work with Programs

Connecting  
1304 with 1307



EARLY HEAD START  
National Resource Center

# 1307 School Readiness

1

- *Establish SR Goals: Adopt and align with State ELG goals in the 5 essential domains (include parent s)*

2

- *Create and implement a plan of action for achieving the established school readiness goals*

3

- *Assess child progress on an ongoing basis and aggregate and analyze data 2-3 times per year (assess DLL in home language and in English)*

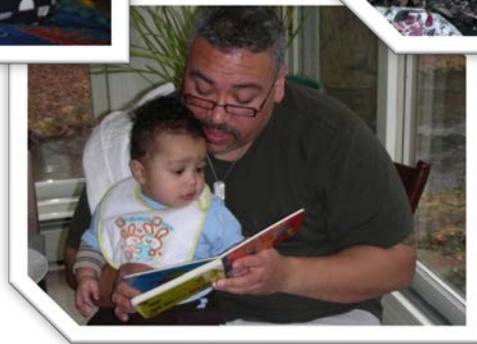
4

- *Examine data for patterns of progress for groups of children in order to develop and implement a plan for program improvement*



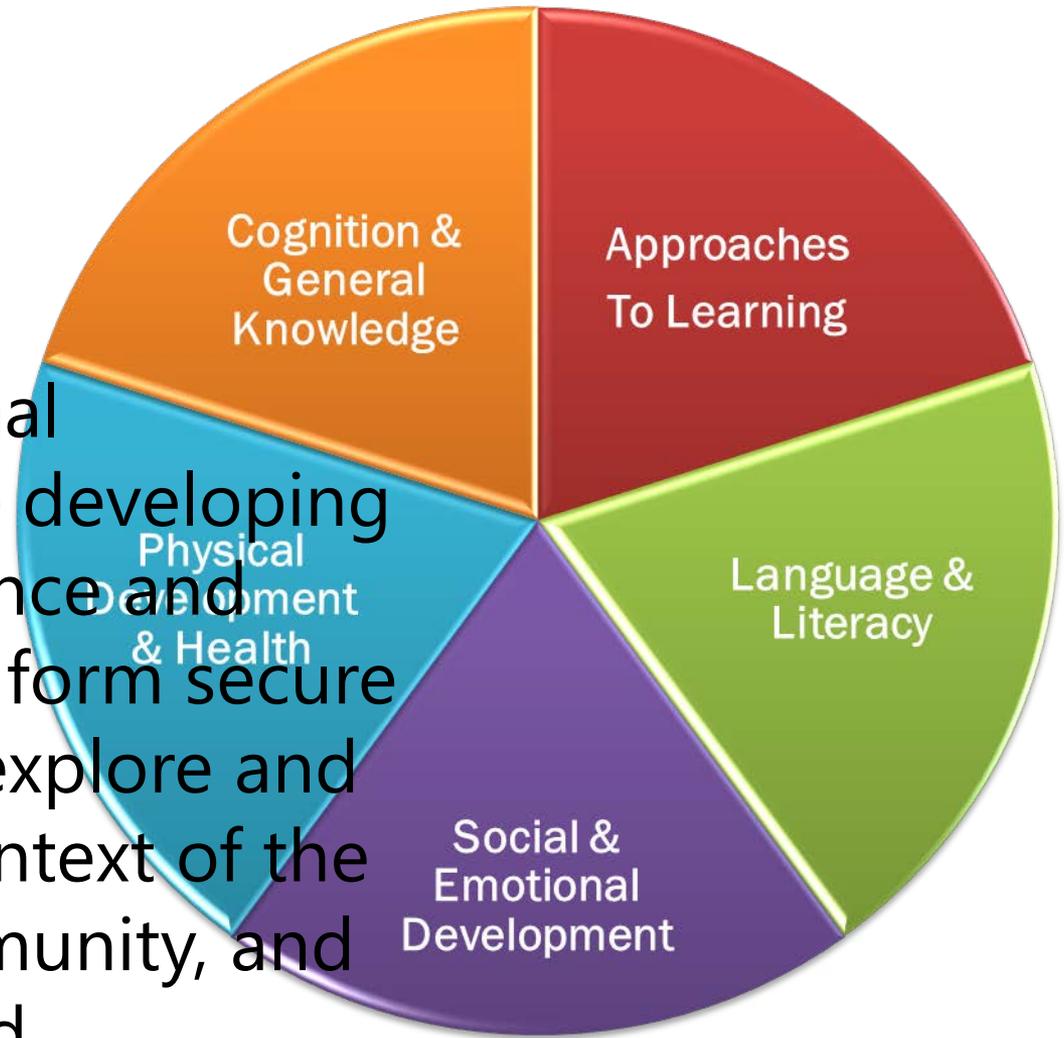
# School Readiness: A Definition

The possession of the skills, knowledge, and attitudes necessary for success in school and for later learning and life



# Five Essential Domains

Social and emotional development is the developing capacity to experience and regulate emotions, form secure relationships, and explore and learn—all in the context of the child's family, community, and cultural background.

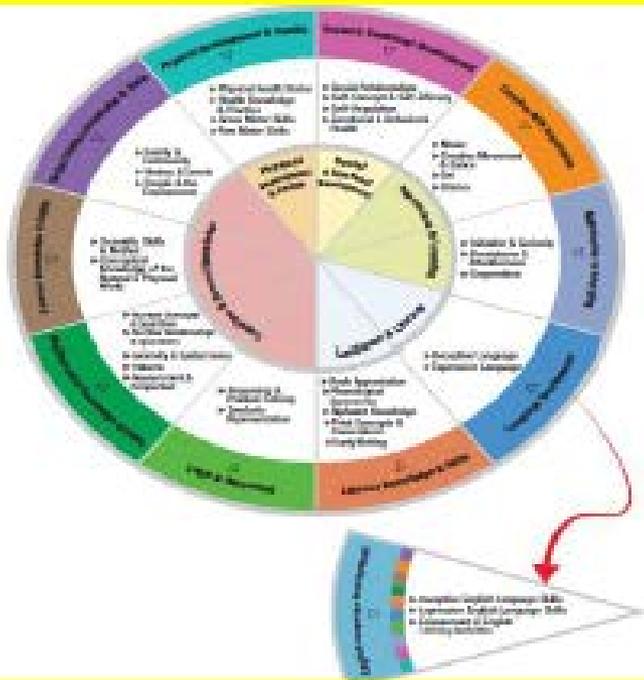


comes → Ongoing Goal



Children are ready for school and sustain development and learning gains through third grade

CHILD OUTCOMES



# How is School Readiness the Same or Different for Preschoolers?



## Infants are born...

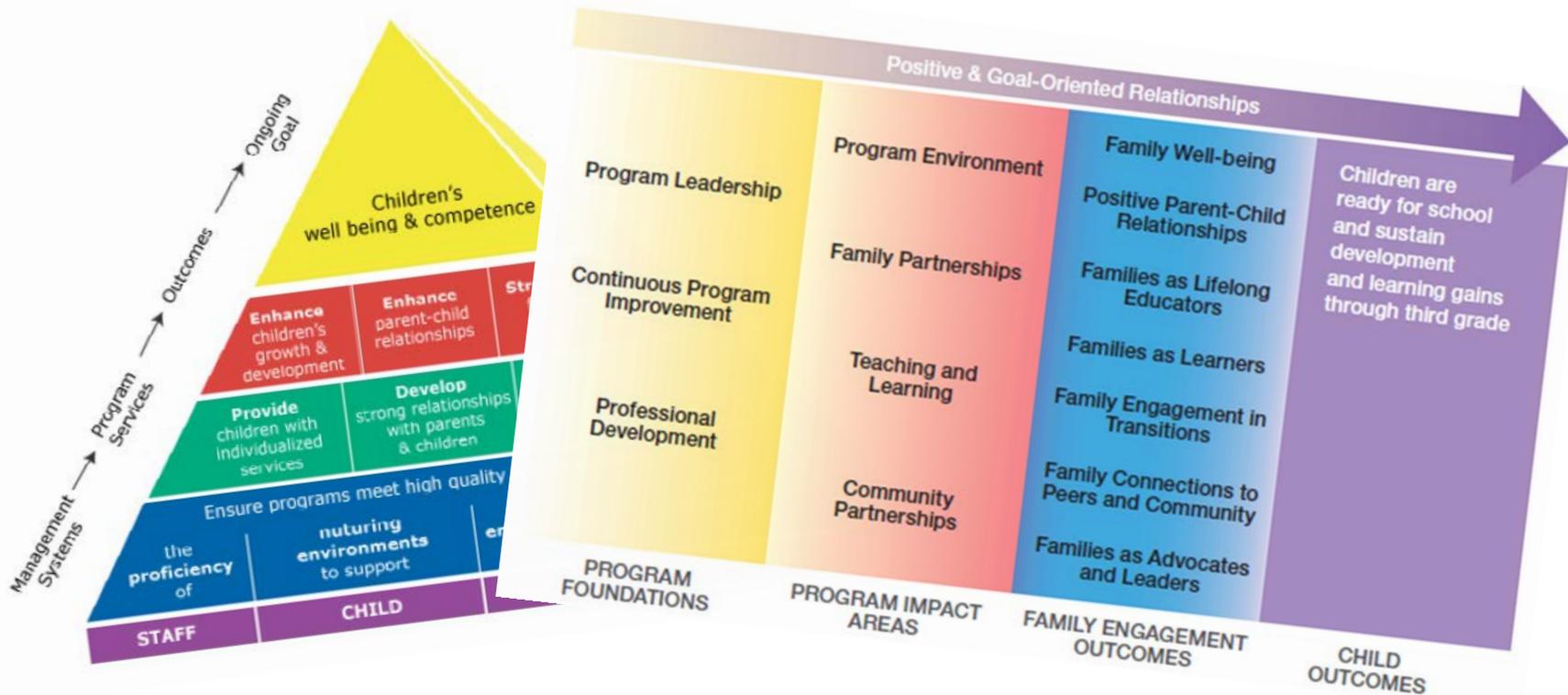


- Competent and able to think, learn, and feel.
- To communicate with the external world.
- Influenced by: parent education, income, and environmental influences.

# Parents, Families & Community: A Process of Engagement...



# EHS Program Performance Measures: Supporting a Comprehensive Approach, Birth to Three Parents, Families and Community are Key!



# To be better prepared for school...

ALL Infants need:

- Strong, caring, and continuous relationships
- Security
- Responsiveness
- Culturally familiar experiences
- Childcare regulations that promote nurturance
- Solid educational foundations and quality services.



---

“Culture is the lens through which children learn the rules of relationships that enable them to develop.” C. Brunson Day, 2006

---



# Understanding the Influence of Culture

- Culture is not the same as race or ethnicity.
- Culture is influenced by the experiences you have had in your life.
- Cultural practices are related to your values and beliefs.



# Looking More Closely at Culture...

- Involves customary beliefs, values, and practices
- Affects how people communicate and interact with others
- Shapes expectations for how others will respond
- Involves rules for behavior
- Has a VERY strong influence on child rearing



# Let's take a moment to reflect back...

Please stand.

On a scale of one-to-five respond to the following about when you were growing up:

1. Boys and girls were treated the same.
2. Children were encouraged to explore things.
3. When adults were angry they told children why.
4. Keeping things clean was valued.
5. Being on time was important.
6. Children were to be seen but not heard.



# Appreciating Individual Differences

Each family has its own structure, personality, temperament, life experiences, and culture.

When you get to know families and appreciate differences, you can build partnerships to support children.

Knowing families enables you to communicate with them and to engage/involve them.

Gaining self-awareness is the place to start.



# What do you see...what might a parent see?



Photos courtesy of EHS NRC



# What do you see...what might a parent see?



# Pulling our Thoughts Together

- There is no universal standard for child rearing.
- Cross-cultural differences can contribute to misinterpretations of neglect or inadequate parenting.
- Early Childhood Professionals must advance their knowledge of culture to better understand and relate to children and families.
- Communication within the context of family culture and language helps build meaningful relationships and a sense of trust with families.



**“...(well trained ECE staff) nurture the development of families who possess the skills and confidence to serve as the children’s first teachers and lifelong advocates” - H. Chang. 2006**



## Relationship-Based Competencies (RBCs)

COMPETENCY	RESULT
<b>1: POSITIVE, GOAL-ORIENTED RELATIONSHIPS</b>	Engages in mutually respectful goal-oriented partnerships with families to promote parent-child relationships and family well-being.
<b>2: SELF AWARE AND CULTURALLY RESPONSIVE RELATIONSHIPS</b>	Respects and responds appropriately to the culture, language, values and family structures of each family served.
<b>3: FAMILY WELL-BEING AND FAMILIES AS LEARNERS</b>	Supports families' safety, health, financial stability, life goals, and aspirations.
<b>4: PARENT-CHILD RELATIONSHIPS AND FAMILIES AS LIFELONG EDUCATORS</b>	Enhances parent-child relationships and supports parents' role as the first and lifelong educators of their children.
<b>5: FAMILY CONNECTIONS TO PEERS AND COMMUNITY</b>	Facilitates social networks and group activities that support families' strengths, interests and needs.
<b>6: COORDINATED, INTEGRATED AND COMPREHENSIVE SERVICES</b>	Acts as a member of a comprehensive services team so that family service activities are coordinated and integrated throughout the program.
<b>7: FAMILY ACCESS TO COMMUNITY RESOURCES</b>	Supports families in using community resources that enhance family well-being and children's learning and development.
<b>8: DATA DRIVEN SERVICES AND SYSTEMS FOR CONTINUOUS IMPROVEMENT</b>	Collects and analyzes information to find new solutions to challenges as part of ongoing monitoring in order to continuously improve services.
<b>9: FOUNDATIONS FOR PROFESSIONAL GROWTH</b>	Actively participates in opportunities for continuous professional development.

# Relationship-Based Competencies

For Staff and Supervisors who Work with Families

## 1. POSITIVE, GOAL-ORIENTED RELATIONSHIPS

*Engages in mutually respectful goal-oriented partnerships with families to promote parent-child relationships and family well-being.*

	Staff who Work with Families	Supervisor
KNOWLEDGE	<ul style="list-style-type: none"> <li>• Develops knowledge of effective relationship-building practices.</li> <li>• Understands that parents/expectant parents and staff each bring equal value to the relationship.</li> </ul>	<ul style="list-style-type: none"> <li>• Has knowledge of effective relationship-building practices.</li> <li>• Is knowledgeable about reflective supervision and how to support staffs' relationships with families.</li> </ul>
SKILLS	<ul style="list-style-type: none"> <li>• Helps families feel welcomed, safe, and respected by building trusting relationships over time.</li> <li>• Shows respect for different families' circumstances and creates opportunities for families to consider their aspirations for their children and themselves.</li> <li>• Uses appropriate communication techniques, such as verbal and nonverbal messages and reflective listening.</li> <li>• Demonstrates the ability to work with families on different kinds of goals (health, nutrition, parent/child interactions, mental health, family literacy, financial literacy, etc.).</li> <li>• Demonstrates the ability to jointly develop and follow up on goals that are meaningful for families and individualizes services for parents and expectant mothers and fathers.</li> <li>• Makes ethical decisions that maintain professional boundaries and family confidentiality.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ongoing, collaborative, and respectful relationships with staff that contribute to their professional identity.</li> <li>• Is able to utilize active listening skills and demonstrates receptivity to feedback from staff.</li> <li>• Recognizes and builds on staff strengths and encourages staff to take responsibility for their own growth.</li> <li>• Demonstrates the ability to support and model ethical practice when interacting with staff and families.</li> </ul>
ACTIONS	<ul style="list-style-type: none"> <li>• Makes contact with both mothers and fathers to develop ongoing relationships.</li> <li>• In partnership with families, develops and supports plans that describe families' strengths, resources, and needed services.</li> </ul>	<ul style="list-style-type: none"> <li>• Coaches staff in reflective listening as well as verbal and nonverbal messaging.</li> <li>• Helps staff develop strong, positive, and effective relationships with families. This includes families experiencing crises.</li> <li>• Helps staff develop meaningful goals that draw on families' aspirations for themselves and their children.</li> <li>• Orients new staff to the program philosophy, services, and organizational culture.</li> </ul>

### Featured PFCE Framework Elements and Outcomes



#### PFCE ELEMENTS

Program Leadership  
 Continuous Program Improvement  
**Professional Development**  
**Program Environment**  
**Family Partnerships**  
 Teaching and Learning  
 Community Partnerships

#### PFCE OUTCOMES

**Family Well-being**  
**Parent-Child Relationships**  
 Families as Lifelong Educators  
 Families as Learners  
 Families Engagement in Transitions  
 Family Connections to Peers and Community  
 Families as Advocates and Leaders

# Needs Assessment for Home Visiting Practices

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** Each of the questions below relate to effective practices for supporting family relationships and children’s learning. Read each question and consider how often you do this practice using the 1 to 5 rankings. Once you have completed the rankings, consider if you would like to do this practice more. Identify the top 5 practices you would like more support and help to use on home visits. Use the notes section to write your initial ideas about what might help you use this practice.

Home Visiting Practice	How Often Do You Use this Practice?					Change needed ?	Priority (Top 5)	Notes
	Never	Seldom	Sometimes	Usually	Always			
<b>Home Visitor: Skills (adapted from ZTT Core Competencies Domain #2 Family-Centered Practice- Skills)</b>								
Ensures parents/caregivers are engaged in planning and responding to any health, learning or developmental needs of their child.	1	2	3	4	5	Yes No		
Establishes an ongoing alliance with families that supports their strengths, priorities and parenting practices.	1	2	3	4	5	Yes No		
Uses easily understandable language about social and emotional milestones to help family members promote healthy relationships with each other and with their very young child.	1	2	3	4	5	Yes No		



# 1307 School Readiness

1

- *Establish SR Goals: Adopt and align with State ELG goals in the 5 essential domains (include parent s)*

2

- *Create and implement a plan of action for achieving the established school readiness goals*

3

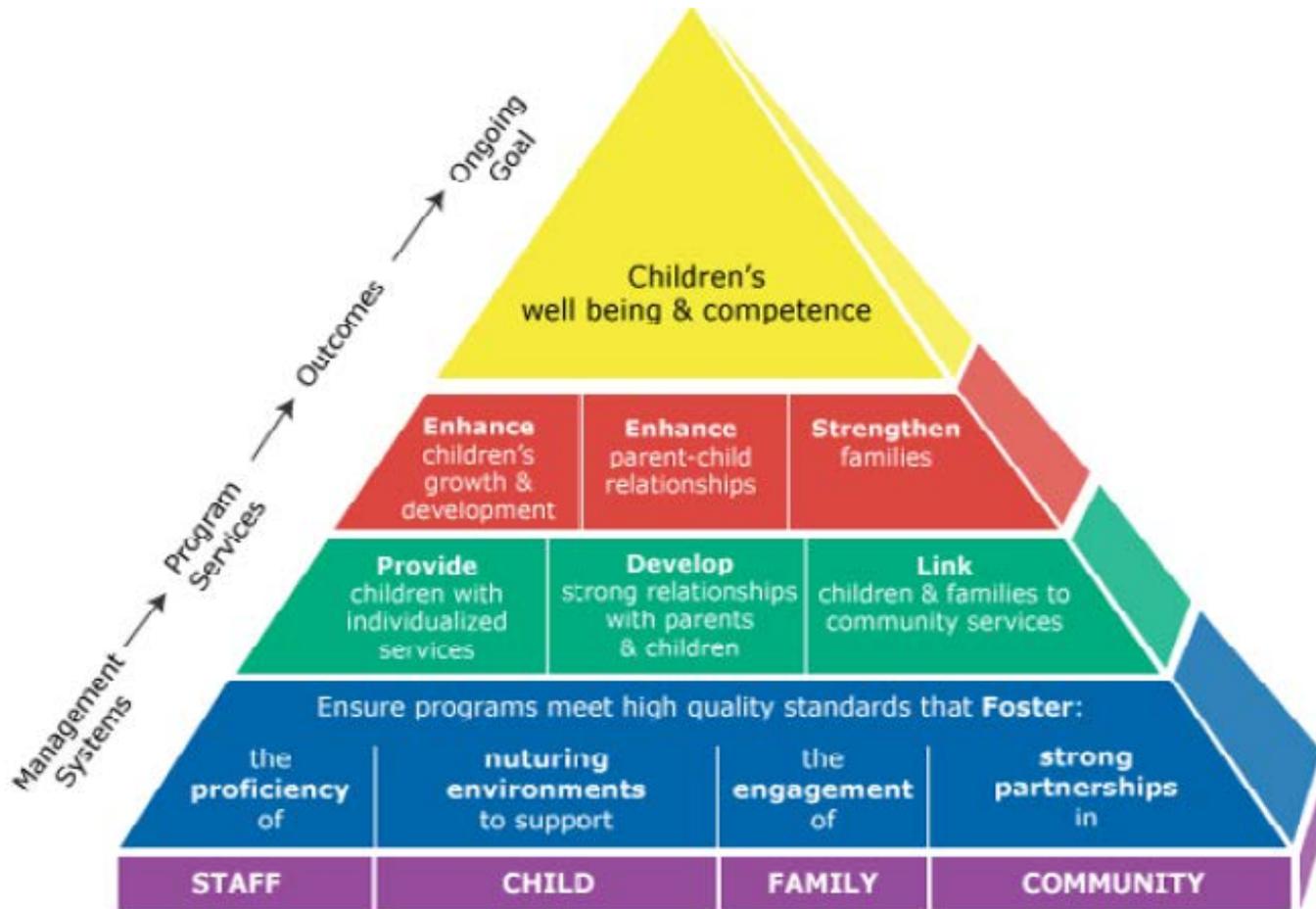
- *Assess child progress on an ongoing basis and aggregate and analyze data 2-3 times per year (assess DLL in home language and in English)*

4

- *Examine data for patterns of progress for groups of children in order to develop and implement a plan for program improvement*



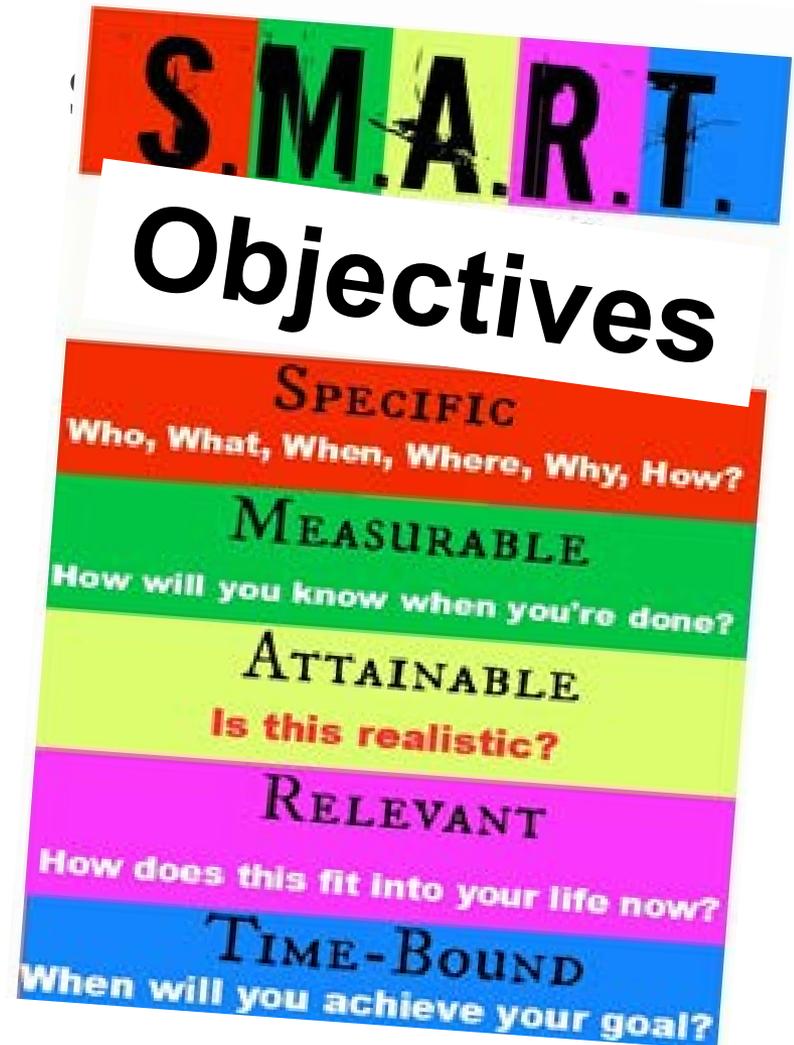
# EHS Program Performance Measures



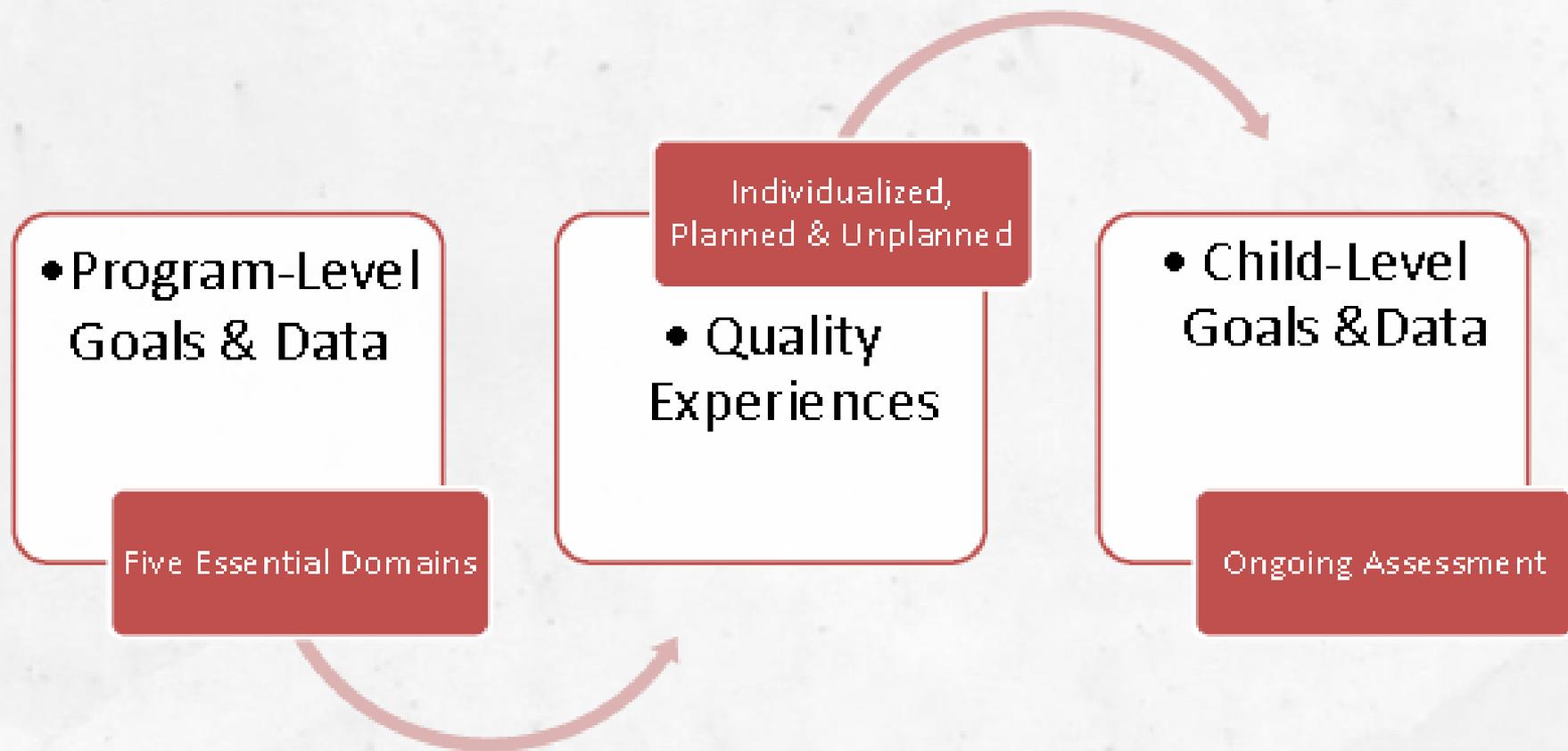
# School Readiness Goals

## Broad Goals

- Beyond current expectations
- Responsive
- Organization wide
- Aspirational
- Dynamic



# Aligning Program & Child-Level Goals



# DEVELOPING AND MAINTAINING AN EFFECTIVE SCHOOL READINESS PLAN

## YOUR SCHOOL READINESS LEADERSHIP TEAM



# Ultimately...

## How Are the Children Doing?



# Using Data to Show Change Over Time



Where are the children's scores relative to:

Their own scores earlier in the year

Other children (norms, subgroups)

Do different subgroups show different patterns or growth?

Growth as a program



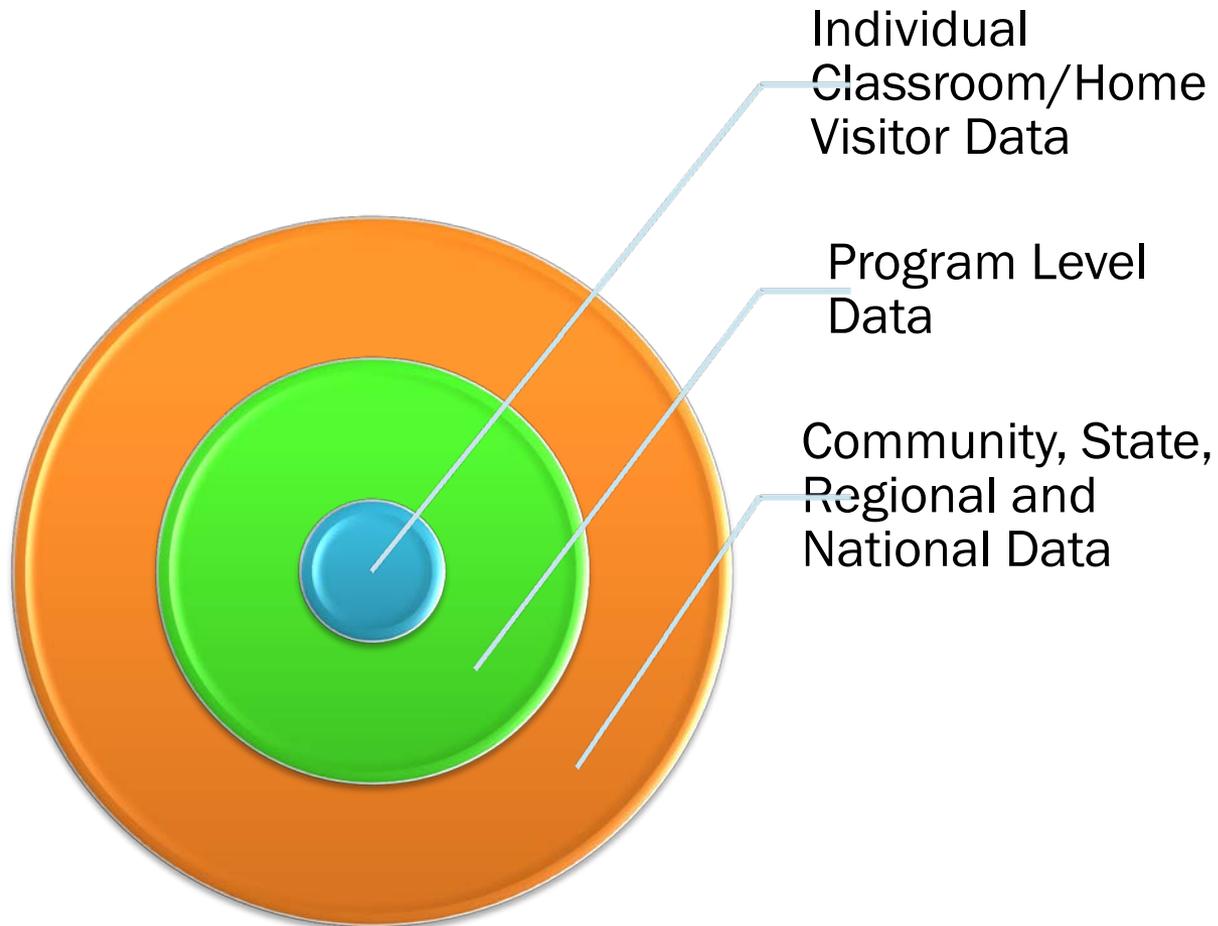
# 1307: School Readiness Action Steps

4

- Examine data for **patterns of progress** in order to plan for **program improvement**



# Data to Inform Program Improvement



# What information does this data provide us?

What impact might it have on our programs-wide plans to prepare children for success in school?

How might this data influence the work of teachers, home visitors, and family engagement staff?



---

# When you think of infant toddler data and where you are in working with it, what would best help you?

---

- Hammer?
- Plunger?
- Glue Gun?
- Ladder?
- Other?



Ultimately, we want to use data to tell the story of how programs are helping prepare children and families for the future...AND where children are in their journey toward being ready for school!



# Parent-Child Relationships: the Cornerstone to School Readiness in the Home-Based Option Webcast Viewers' Guide

---

## **Welcome to the EHS NRC/OHS Webcast-- *Parent-Child Relationships: the Cornerstone to School Readiness in the Home-Based Option!***

To make the most of this training experience:

- ✓ Review the key points and outline before the conference begins. These handouts are designed to help you prepare for the webcast.
- ✓ Schedule some time for reflection and/or discussion after the webcast. Use the Applying the Information handout individually or with your team. In most cases, discussing information, strategies and ideas as a team is the best way to think about what is already in place in your program and how to use or enhance connections with families.
- ✓ Use the handouts to discuss new information and to plan for the future.

### **Introduction**

#### Overview

Many home visitors have expressed concern that they will be measured by a child's progress in his school readiness goals, and they will be faced with the dilemma of working directly with the child vs. working through the parent on the parent-child relationship. A secure parent-child attachment drives positive learning outcomes for infants and toddlers.

The “parent is the child’s first teacher” is an often-used phrase, but how does this happen? This webcast will feature a discussion between Brenda Jones Harden and Kadija Johnston exploring why the parent-child relationship and the resulting social-emotional development of the child is so critical to the future success of the infant or toddler. It will address how the home visitor supports the baby’s development through his interaction with his parent(s) during home visits and group socializations and throughout the rest of the week. In the absence of a secure attachment, how can the home visitor encourage the development of the bond that is so key to learning and exploring? What if the parent has not experienced a supportive parenting relationship themselves? What strategies can home visitors use to enhance the social-emotional development of the baby and the engagement of the parents when the parent is overwhelmed by their own needs and not emotionally or developmentally available to engage in this relationship? This webcast will address these questions and more with experts in the field from a variety of perspectives.

Key points discussed will be:

- School readiness in the home-based option takes place in the context of the parent-child relationship.
- Social-emotional skills are the foundation that infants and toddlers need to develop for later school and life success.
- The skills and dispositions that the home visitor uses to engage parents during the home visit are critical to the success of the home-based option.

# Parent-Child Relationships: the Cornerstone to School Readiness in the Home-Based Option Webcast Viewers' Guide

---

- In the absence of a secure attachment, there are strategies the home visitor can use to encourage the development of the bond that is so key to learning and exploring even when the parent is not emotionally available.

## Faculty

### Moderators

**Jennifer Boss** is the Director of the Early Head Start National Resource Center (EHS NRC). In her role as director, Jennifer leads management level EHS NRC staff in work plan development and monitoring, and supports effective and collaborative work teams, utilizing the skills, experience, and knowledge of EHS NRC staff to the highest potential. Jennifer keeps abreast of developments in the early childhood/infant-toddler field in order to guide the staff of the EHS NRC in its work, and to provide the very best and up to date information for Early Head Start and Migrant and Seasonal Head Start programs, OHS, and the field at large.



Jennifer received her Masters of Social Work degree from Howard University, and completed post-graduate clinical training at the Yale University Child Study Center and the Washington School of Psychiatry in Infant/Early Childhood Mental Health. During her career Jennifer has worked as a child and family therapist, an adoptions social worker, a home visitor and supervisor with an Early Head Start program, a trainer and a technical assistance provider. Jennifer has co-authored articles and book chapters, as well as conducted numerous trainings on the subject of early childhood development and early childhood mental health.

**Connie Phillips** is the Early Head Start Director with the Onslow County Partnership in Jacksonville, North Carolina. This program was an initial grantee under the American Recovery and Reinvestment Act. Connie has served as program director since the initiation of the program three years ago. Connie holds a Master of Arts in Education- Special Education degree from East Carolina University. Prior to working with Early Head Start, Connie worked with the Onslow County Schools for 33 years as a special educator and compliance specialist. In this capacity she provided training and mentorship to fellow educators and administrators. Ensuring compliance with federal and state regulations and procedures as they relate to exceptional children was her area of focus. Additionally, Connie served as the school system's Section 504 Coordinator.

### Federal Staff

**Angie Godfrey** is the Infant and Toddler Specialist in the Office of Head Start supporting Early Head Start Services.

Prior to joining the Office of Head Start in December, 2008 Angie was director of the American Indian and Alaska Native Technical Assistance Project. She worked with the project for 5 years. Prior to that, she worked as the Senior Early Childhood Associate for AIAN, providing support to 44 Early Head Start grantees.

Angie worked several years as adjunct instructor at Northern Virginia Community College in Alexandria VA, teaching infant and toddler courses for infant toddler child care providers. She is also the former Head Start Director for a Head Start program in Alexandria, VA.

# Parent-Child Relationships: the Cornerstone to School Readiness in the Home-Based Option Webcast Viewers' Guide

---

**David Jones**, LMSW, is the Home-Visiting Specialist in the Office of Head Start. He is co-lead for Mental Health and Fatherhood as well. He was the Director of Family Support Services at the Visiting Nurse Service of New York. He implemented their Early Head Start program providing home- and center-based services targeting adolescent parents. He developed the nationally recognized Father's First Initiative and the Bronx Fatherhood Program, one of NY City's most successful programs serving 16 – 24 year old non-custodial fathers. He provided consultation for other Head Start Programs. He was awarded a William Randolph Hearst Foundation fellowship in 2001 and In 2005 The Visiting Nurse Association of America (VNAA) selected him as Innovator of The Year for his outstanding work with fathers.

## Presenters

**Brenda Jones Harden** is an Associate Professor in the Department of Human Development/Institute for Child Study at the University of Maryland, College Park, where she teaches courses on child development, infant/toddler child care, and the development of and interventions for children at environmental risk. Her current research projects are: 1) the functioning of young foster children and their families; 2) the development of children reared with psychologically at-risk parents; 3) the implementation and evaluation of an Early Head Start initiative on children experiencing “toxic stress”; and 4) the evaluation of a literacy-based rural home visitation program. She is the author of numerous publications, including the Zero to Three published book, *Infants in Child Welfare: A developmental perspective on policy and practice*. Dr. Harden's clinical and empirical work to promote the development of environmentally at-risk children has spanned a 30-year period. She currently works with several Early Head Start programs in the Washington, DC metropolitan area to develop higher quality services to low-income infants and toddlers and their families. She also trains Early Head Start personnel in infant-toddler development, family development, and home visiting.

**Kadija Johnston**, LCSW, is the Director of the Infant-Parent Program at the University of California, San Francisco. She has worked in the field of infant and early childhood mental health since 1985, initially coordinating a therapeutic nursery school; and then as an infant-parent psychotherapist home visitor and mental health consultant. She helped to develop the Program's consultation component in 1988, which now serves as a model for other organizations, locally and nationally. For the last two decades, Ms. Johnston has been supervising and training mental health professionals in the provision of a range of mental health services to children birth through 5 years of age. Ms. Johnston writes and presents nationally on infant and early childhood mental health. Her recent articles on the subject have appeared in the *Infant Mental Health Journal* and *Infants and Young Children* and a chapter in the 3rd edition of the *Handbook of Infant Mental Health*. Ms. Johnston co-authored *Mental Health Consultation in Child Care: Transforming Relationships with Directors, Staff, and Families* with Dr. Charles Brinamen, published by ZERO TO THREE for which they were awarded the Irving B. Harris Book Proposal Award for contributions to early childhood scholarship.

## Home Visitors

**Joyce Bennett**, Monongalia County EHS, Monongalia County Board of Education, Morgantown, WV  
Ms. Bennett has been a home visitor for Early Head Start for 17 years.

**Silvia Ramos**, Lourie Center EHS, affiliate of Adventist Health Care, Rockville, MD. Ms. Ramos has been a home visitor with Early Head Start for 5 years.

# Parent-Child Relationships: the Cornerstone to School Readiness in the Home-Based Option Webcast Viewers' Guide

## Head Start Program Performance Standards – Home- Based Option

- **1304.21(b)(1)(i)(ii)&(iii) Child development and educational approach for infants and toddlers.**
- **Sec. 1304. 21 (b) (1) Child development and education approach for infants and toddlers.** Grantee

and delegate agencies' program of services for infants and toddlers must encourage (see 45 CFR 1304.3(a)(5) for a definition of curriculum):

ii. Trust and emotional security so that each child can explore the environment according to his or her developmental level; and Opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members.

- **1304.21 (b) (2) Grantee and delegate agencies must support the social and emotional development of infants and toddlers by promoting an environment that:**

iii. Encourages the development of self-awareness, autonomy, and self-expression; and;

iv. Supports the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express himself or herself freely.

- **1304.21 (b) (3) Grantee and delegate agencies must promote the physical development of infants and toddlers by:**

v. Supporting the development of the physical skills of infants and toddlers including gross motor skills, such as grasping, pulling, pushing, crawling, walking, and climbing; and

vi. Creating opportunities for fine motor development that encourage the control and coordination of small, specialized motions, using the eyes, mouth, hands, and feet.

*Grantee and delegate agencies must support the social and emotional development of infants and toddlers by promoting an environment that:*

*iii. Encourages the development of self-awareness, autonomy, and self-expression; and;*

*iv. Supports the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with*

### **Sec. 1304.53 Facilities, materials, and equipment.**

(a) Head Start physical environment and facilities.

(1) Grantee and delegate agencies must provide a physical environment and facilities conducive to learning and reflective of the different stages of development of each child.

(2) Grantee and delegate agencies must provide appropriate space for the conduct of all program activities (see 45 CFR 1308.4 for specific access requirements for children with disabilities).

(3) The center space provided by grantee and delegate agencies must be organized into functional areas that can be recognized by the children and that allow for individual activities and social interactions.

### **Sec. 1306.33 Home-based program option.**

(a) Grantees implementing a home-based program option must:

(1) Provide one home visit per week per family (a minimum of 32 home visits per year) lasting for a minimum of 1 and ½ hours each. [48 home visits for Early Head Start]

# Parent-Child Relationships: the Cornerstone to School Readiness in the Home-Based Option Webcast Viewers' Guide

---

(2) Provide, at a minimum, two group socialization activities per month for each child (a minimum of 16 group socialization activities each year). [24 group socializations for Early Head Start]

## **Sec. 645A. EARLY HEAD START PROGRAMS. [42 U.S.C. 9840A]**

### **(i) Staff Qualifications and Development-**

(1) HOME VISITOR STAFF STANDARDS- In order to further enhance the quality of home visiting services provided to families of children participating in home-based, center-based, or combination program options under this subchapter, the Secretary shall establish standards for training, qualifications, and the conduct of home visits for home visitor staff in Early Head Start programs.

(2) CONTENTS OF STANDARDS- The standards for training, qualifications, and the conduct of home visits shall include content related to—

(A) structured child-focused home visiting that promotes parents' ability to support the child's cognitive, social, emotional, and physical development;

(B) effective strengths-based parent education, including methods to encourage parents as their child's first teachers;

(C) early childhood development with respect to children from birth through age 3;

(D) methods to help parents promote emergent literacy in their children from birth through age 3, including use of research-based strategies to support the development of literacy and language skills for children who are limited English proficient;

(E) ascertaining what health and developmental services the family receives and working with providers of these services to eliminate gaps in service by offering annual health, vision, hearing, and developmental screening for children from birth to entry into kindergarten, when needed;

(F) strategies for helping families coping with crisis;

(G) the relationship of health and well-being of pregnant women to prenatal and early child development.



# Parent-Child Relationships: the Cornerstone to School Readiness in the Home-Based Option Webcast Viewers' Guide

---

## Applying the Information

The questions below are meant as a guide for either personal reflection or group discussion. Ideally, teams will work together to consider their program's approach to addressing how parent-child relationships can support school readiness in the home-based option.

1. Does your home-based program have a philosophy of school readiness? How is your philosophy communicated to home visitors, supervisors, managers and parents?
2. Do you currently include the following in your home-based option service plans, policies and/or procedures:
  - the number of home visits and group socializations families receive;
  - how and when home visits are made up if canceled;
  - where and with whom home visits may take place;
  - guidelines for implementing the "School Readiness Action Steps for Infants and Toddlers?"
3. If you are a home visitor:
  - A. Describe or think about a home visit or a series of them with a family where the parent took on the role of his/her child's "teacher".
    - What role did you play in engaging the parent(s)?
    - What would you repeat?
    - What would you change?
  - B. Describe your most challenging experience of engaging parents as their child's "teacher".
    - What was your role in this experience?
    - What was the parent(s) role?
    - What was the child's role?
    - What would you do differently?
    - What would you repeat?
4. If you are a supervisor, describe or think of a reflective supervision session or series of them where a home visitor recognized that the parent, not she/he, is the "teacher".
  - Describe your role in contributing to this reflection.
  - What would you repeat in future sessions?
  - What would you do differently in future sessions?

## Parent-Child Relationships: the Cornerstone to School Readiness in the Home-Based Option Webcast Viewers' Guide

---

5. What reflective practices/supervision does your program provide to staff to support their relationships with families? What more would you like to see provided?
6. Think about examples of “pivoting” as defined by Victor Bernstein (described by Brenda Jones Harden). How might home visitors use this strategy during home visits? What can supervisors do to support this practice?
7. Kadija Johnston talked about making sure you are “not the most entertaining person in the room”. What are some reflective strategies you can use to make sure the focus is on the parent-child relationship?
8. What professional development would support home visitors in using daily routines/routine caregiving in the home to enhance children’s readiness for school?



# Parent-Child Relationships: the Cornerstone to School Readiness in the Home-Based Option Webcast Viewers' Guide

---

## References

NEW! Understanding Family Engagement Outcomes: Research to Practice Series. Positive Parent-Child Relationships. <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/parent-child-relationships.pdf>

National Center on Parent, Family and Community Engagement Framework: Promoting Family Engagement and School Readiness, From Prenatal to 8. <http://www.acf.hhs.gov/programs/ohs/policy/im2011/pfce-framework.pdf>

Early Head Start Program Strategies: The Family Partnership Agreement Process Early Head Start National Resource Center <http://www.ehsnrc.org/PDFfiles/MPSfamily.pdf>

EHS TA Paper No. 2: Early Head Start Home-Based Program Option: Recruiting, Training, and Retaining Qualified Staff [http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/program-options/home-based/intodd\\_pub\\_00030a\\_071305.html](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/program-options/home-based/intodd_pub_00030a_071305.html)

EHS Tip Sheet No. 31: What is the Maximum Number of EHS Children for a Home Visitor's Caseload? <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/supervision/management/TipSheet31.htm>

EHS Tip Sheet No. 38: Can Grandparents be Included in EHS Home Visits or Socializations? <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/family-engagement/working-with-families/38EHSTipSheet.htm>

Home Visitor's Handbook for the Head Start Home-Based Program Option [http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC\\_Bookstore/PDFs/05F613A8CC15D89DAFE1D1568DB0719A.pdf](http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/05F613A8CC15D89DAFE1D1568DB0719A.pdf)

Parent's Guide to Home-Based Program Option. [http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC\\_Bookstore/PDFs/0EBDDFE05BCF1AFF09A1988E712147BB.pdf](http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/0EBDDFE05BCF1AFF09A1988E712147BB.pdf)

Program Administrator's Checklist for the Head Start Home-Based Program Option. [http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC\\_Bookstore/PDFs/8D44BB2AD648ADC7AD27208542BD4BE4.pdf](http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/8D44BB2AD648ADC7AD27208542BD4BE4.pdf)

Supervisor's Manual For the Head Start Home-Based Program Option. [http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC\\_Bookstore/PDFs/0BC3AD7C913FF5F8F72D3F733610AE3B.pdf](http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/0BC3AD7C913FF5F8F72D3F733610AE3B.pdf)

# Parent-Child Relationships: the Cornerstone to School Readiness in the Home-Based Option Webcast Viewers' Guide

---

Socializations for Infants, Toddlers, and their families in the Home-Based Option

[http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/program-options/home-based/edudev\\_art\\_00205\\_072505.html](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/program-options/home-based/edudev_art_00205_072505.html)

IM 10-05 Maternal, Infant, and Early Childhood Home Visiting Program

[http://eclkc.ohs.acf.hhs.gov/hslc/standards/IMs/2010/resour\\_ime\\_005\\_072910.html](http://eclkc.ohs.acf.hhs.gov/hslc/standards/IMs/2010/resour_ime_005_072910.html)

A Closer Look at the Early Head Start Home-Based Program Option – Webcast

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/program-options/home-based/ACloserLookat.htm>

Home Visiting: Connecting with Families Webcast. <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/program-options/home-based/HomeVisitingCo.htm>

## EHS Research

Depression in the Lives of Early Head Start Families: Research to Practice Brief

<http://www.acf.hhs.gov/programs/opre/resource/depression-in-the-lives-of-early-head-start-families-research-to-practice>

Early Head Start Home-Based Services: Research to Practice Brief. 2006.

[http://www.acf.hhs.gov/sites/default/files/opre/homebase\\_services.pdf](http://www.acf.hhs.gov/sites/default/files/opre/homebase_services.pdf)

What Have We Learned from Twelve Years of Early Head Start Research? Early Head Start Home Visiting – Recent Lessons Learned

<http://www.gvistream.com/archive/ztt/121311/resources/Recent-Lessons-Learned.pdf>

## School Readiness Experiences for Home Visiting

Better Kid Care. Penn State University. <http://www.betterkidcare.psu.edu/>

Harden, Brenda Jones. Home-Based Early Head Start: Kitchen Therapy.

[http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/Health/Health%20and%20Wellness/Health%20and%20Wellness%20Program%20Staff/health\\_art\\_00518\\_081205.html](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/Health/Health%20and%20Wellness/Health%20and%20Wellness%20Program%20Staff/health_art_00518_081205.html)

7 Super Things Parents and Caregivers Can Do [http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Domains%20of%20Child%20Development/Literacy/edudev\\_art\\_00412\\_061606.html](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Domains%20of%20Child%20Development/Literacy/edudev_art_00412_061606.html)

EHS Tip Sheets No. 26: How Do You Create an Effective Environment of Infant/Toddler Socializations in an Early Head Start Home-Based Program? <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/program-options/home-based/How%20Do%20You%20Create%20an%20Effective%20Environment%20of%20InfantToddler%20Socializations%20in%20an%20Early%20Head%20Start%20Home-Based%20Program.htm>

# Parent-Child Relationships: the Cornerstone to School Readiness in the Home-Based Option Webcast Viewers' Guide

---

EHS Tip Sheet No. 32: What Types of Play Materials Can be Used From the Home to Create Purposeful Learning Experiences for Infants or Toddlers During a Home Visit?

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Curriculum/Planning/EHSTipsheet-32.pdf>

News You Can Use: Approaches Toward Learning—Foundations of School Readiness Part 1.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/early-learning/curriculum/nycuschoolread01.htm>

News You Can Use: Approaches Toward Learning—Foundations of School Readiness Part 2.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/early-learning/curriculum/nycuschoolread02.htm>

News You Can Use: Approaches Toward Learning—Foundations of School Readiness Part 3.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/early-learning/curriculum/nycuschoolread03.htm>

News You Can Use: Foundations of School Readiness: Social Emotional Development. <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/early-learning/social-emotional/nycusocialemo.htm>

News You Can Use: Learning at Home and Homelike Environments.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/early-learning/curriculum/NYCULearningAt.htm>

News You Can Use: Supporting Early Math Learning for Infants and Toddlers. <http://www.ehsnrc.org/Publications/newsyoucanuse.htm>

News You Can Use: Take It Inside

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/early-learning/curriculum/nycutakeinside.htm>

News You Can Use: Take It Outside.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/early-learning/curriculum/TakeltOutside.htm>

Photos: Courtesy *Early Head Start National Resource Center*

---

*"We avoid the pull to make ourselves the most lively engaging figure in the room: Instead, helping to shine a light on the parent's prominence in their child's, and their own eyes."*

*Kadija Johnston*



---

# What do Infants and Toddlers Need to be Ready for School?

---

Region X Conference -"Setting the Stage"  
Seattle Airport Marriott, WA  
March 4, 2014

*Sarah M. Semlak, Ph.D.*

Director of Leadership and Integrated Efforts

@Early Head Start National Resource Center



---

# Session Objectives

---

- Reflect on key elements of school readiness for ALL infants, toddlers and their families.
- Identify strategies for developing sustainable quality services related to school readiness.

# Claim It!

# Define It!

# Promote It!

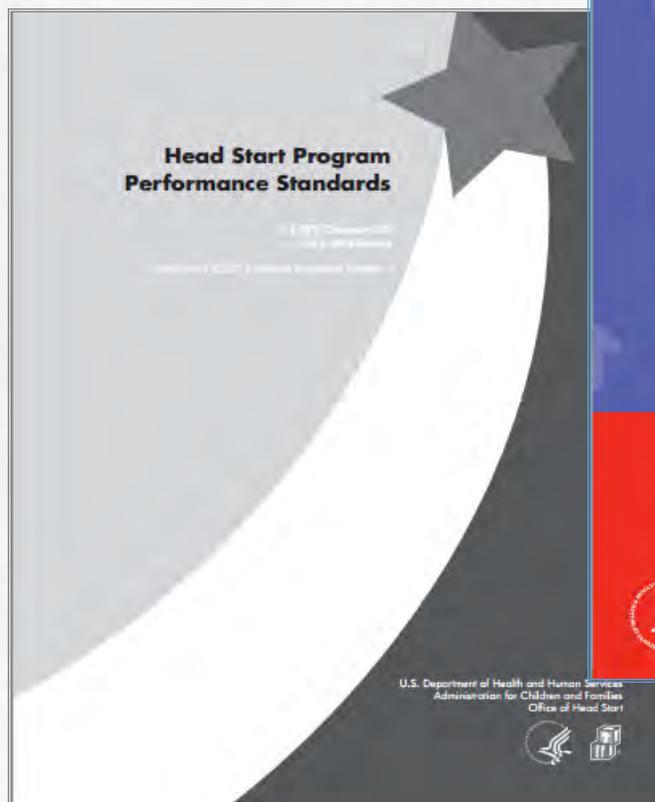
---



Infant and Toddler  
School Readiness:  
How did we get  
here?

# Federal Requirements that Guide our Work

## Connecting 1304 & The Act with 1307



# 1307. School Readiness

1

- Adopt and align established Office of Head Start (OHS) child goals from the Head Start Frameworks, establishing clear school readiness goals across the five domains

2

- Create and implement a plan of action for achieving the established school readiness goals

3

- Assess child progress on an ongoing basis and aggregate and analyze data 2-3 times per year

4

- Examine data for patterns of progress for groups of children in order to develop and implement a plan for program improvement



# 45 CFR 1307-Head Start

---

## §1307.2 – *definition of school readiness goals*

---

- expectations of children's status and progress across domains of 1. physical well-being and health, 2. social and emotional development, 3. language and literacy development, 4. approaches to learning, and 5. cognition and general knowledge that **will improve their readiness for kindergarten.**

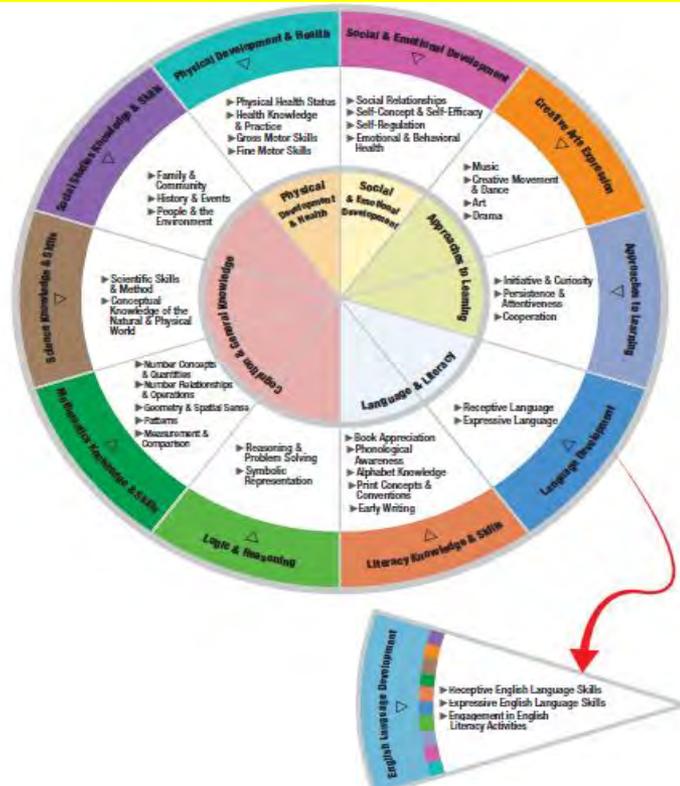


comes → Ongoing Goal



Children are ready for school and sustain development and learning gains through third grade

**CHILD OUTCOMES**



# How is School Readiness the Same or Different for Preschoolers?



# Infants are born...



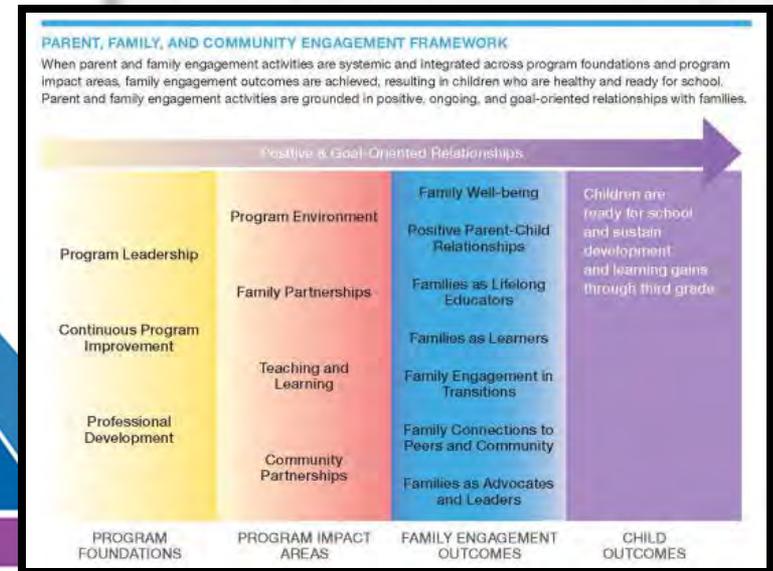
- Competent and able to think, learn, and feel.
- To communicate with the external world.
- Influenced by: parent education, income, and environmental influences.



# Parents, Families & Community: A Process of Engagement...



# EHS Program Performance Measures: Supporting a Comprehensive Approach, Birth to Three Parents, Families & Community are Key!



Office of Planning, Research and Evaluation  
[http://www.acf.hhs.gov/programs/opre/ehs/perf\\_measures/index.html](http://www.acf.hhs.gov/programs/opre/ehs/perf_measures/index.html)



**EARLY HEAD START**  
National Resource Center

# To be better prepared for school...

## **ALL Infants need:**

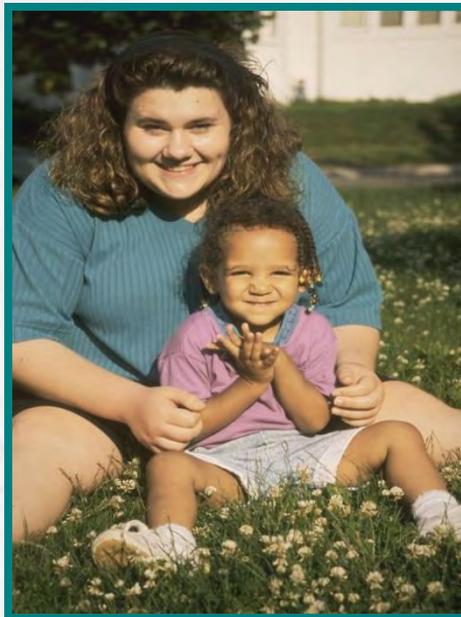
- Strong, caring, and continuous relationships
- Security
- Responsiveness
- Culturally familiar experiences
- Childcare regulations that promote nurturance
- Solid educational foundations and quality services



---

“Culture is the lens through which children learn the rules of relationships that enable them to develop.” C. Brunson Day, 2006

---



# Understanding the Influence of Culture

- Culture is *not* the same as race or ethnicity.
- Culture is influenced by the experiences you have had in your life.
- Cultural practices are related to your values and beliefs.



# Looking More Closely at Culture...

- Involves customary beliefs, values, and practices
- Affects how people communicate and interact with others
- Shapes expectations for how others will respond
- Involves rules for behavior
- Has a VERY strong influence on child-rearing



# Let's take a moment to reflect back...

- **Please stand.**
- **On a scale of one-to-five get ready to respond to the following about when you were growing up:**
  1. Boys and girls were treated the same.
  2. Children were encouraged to explore things.
  3. When adults were angry they told children why.
  4. Keeping things clean was valued.
  5. Being on time was important.
  6. Children were to be seen but not heard.



# Appreciating Individual Differences

- Each family has its own structure, personality, temperament, life experiences, and culture.
- When you get to know families and appreciate differences, you can build partnerships to support children.
- Knowing families enables you to communicate with them and to involve them.
- Gaining self-awareness is the place to start.



# What do you see...what might a parent see?





# Pulling our Thoughts Together

- There is no universal standard for child rearing.
- Cross-cultural differences can contribute to misinterpretations of neglect or inadequate parenting.
- Early Childhood Professionals must advance their knowledge of culture to better understand and relate to children and families.
- Communication within the context of family culture and language helps build meaningful relationships and a sense of trust with families.



“... (well trained ECE staff) nurture the development of families who possess the skills and confidence to serve as the children’s first teachers and lifelong advocates”  
- H. Chang, 2006



# 1307: School Readiness Action Steps

1

- Adopt and align established Office of Head Start (OHS) child goals from the Head Start Frameworks, establishing clear school readiness goals across the five domains

2

- Create and implement a plan of action for achieving the established school readiness goals

3

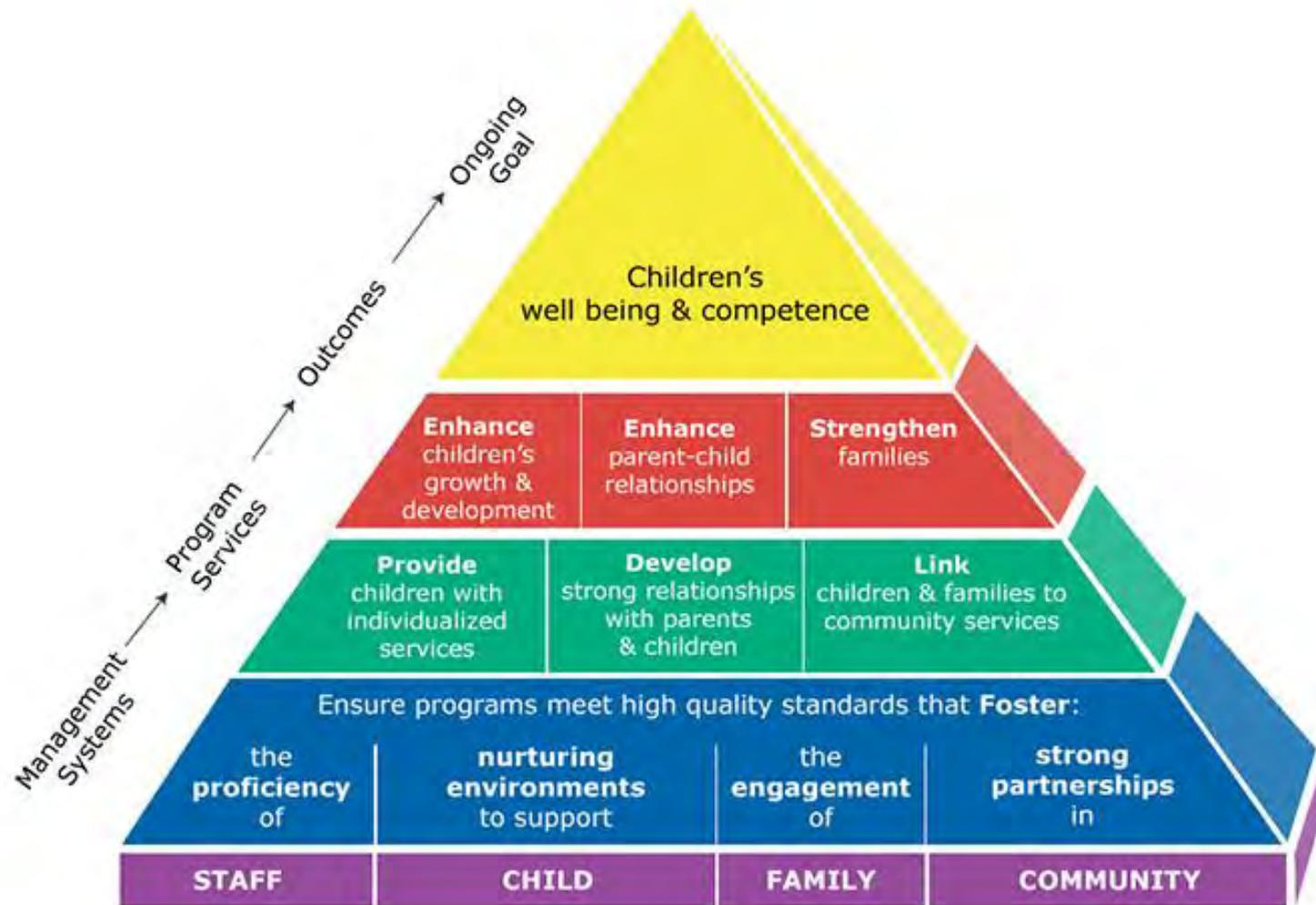
- Assess child progress on an ongoing basis and aggregate and analyze data 2-3 times per year

4

- Examine data for patterns of progress for groups of children in order to develop and implement a plan for program improvement



# EHS Program Performance Measures



Office of Planning, Research and Evaluation

[http://www.acf.hhs.gov/programs/opre/ehs/perf\\_measures/index.html](http://www.acf.hhs.gov/programs/opre/ehs/perf_measures/index.html)

## BROAD

### Goals

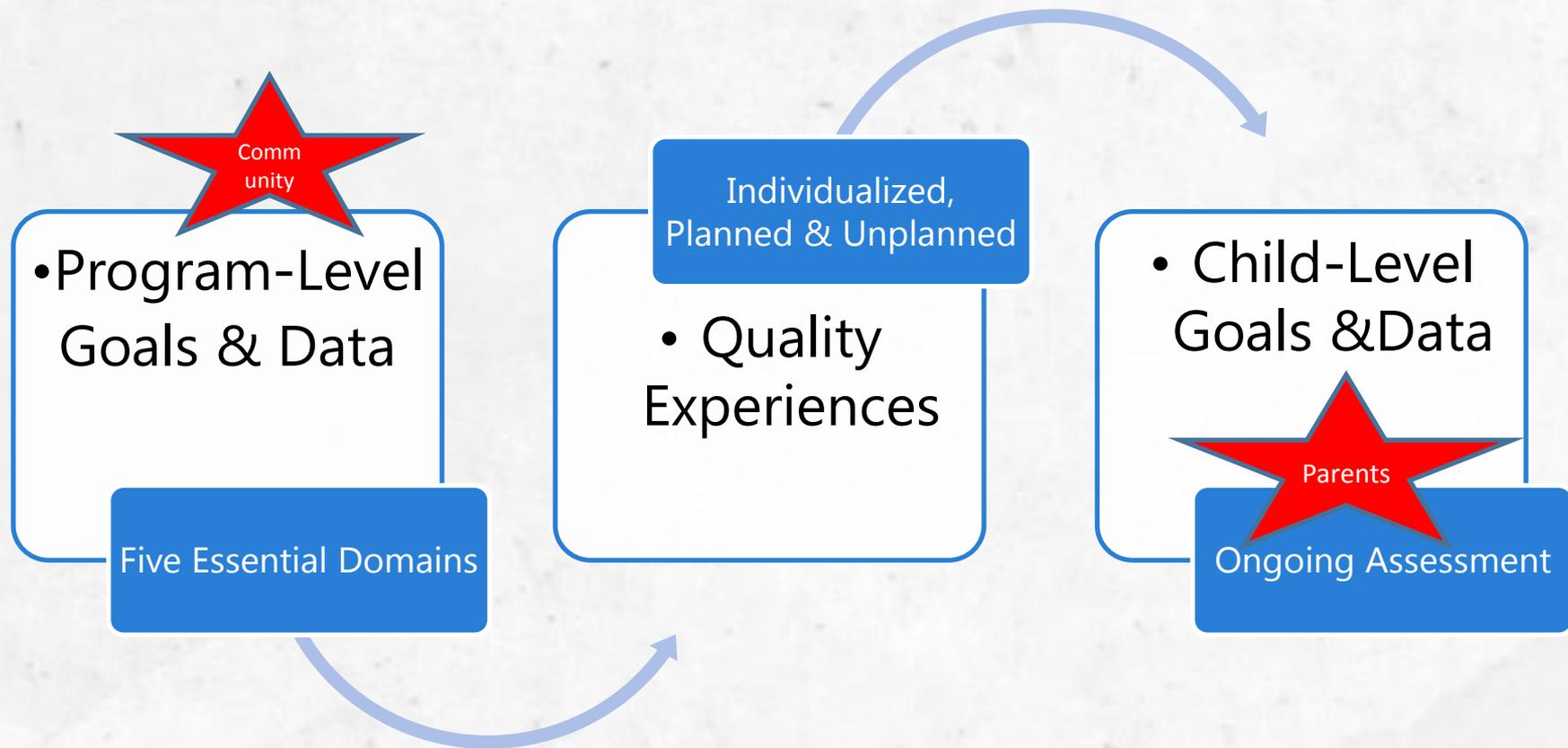
- **B**eyond current expectations
- **R**esponsive
- **O**rganization wide
- **A**spirational
- **D**ynamic

## SMART

### Objectives

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**ealistic
- **T**imely

# Aligning Program & Child-Level Goals



# DEVELOPING AND MAINTAINING AN EFFECTIVE SCHOOL READINESS PLAN

Your School Readiness Leadership Team



EARLY HEAD START  
National Resource Center

# Ultimately...

## How Are the Children Doing?



Photo courtesy of EHS NRC



# Using Data to Show Change Over Time



<http://content.everydayhealth.com/wte3.0/gcms/article-infant-growth-charts.jpg>

Where are the children's scores relative to:

Their own scores earlier in the year

Other children (norms, subgroups)

Do different subgroups show different patterns or growth?

Growth as a program



EARLY HEAD START  
National Resource Center  
Courtesy NCQTL

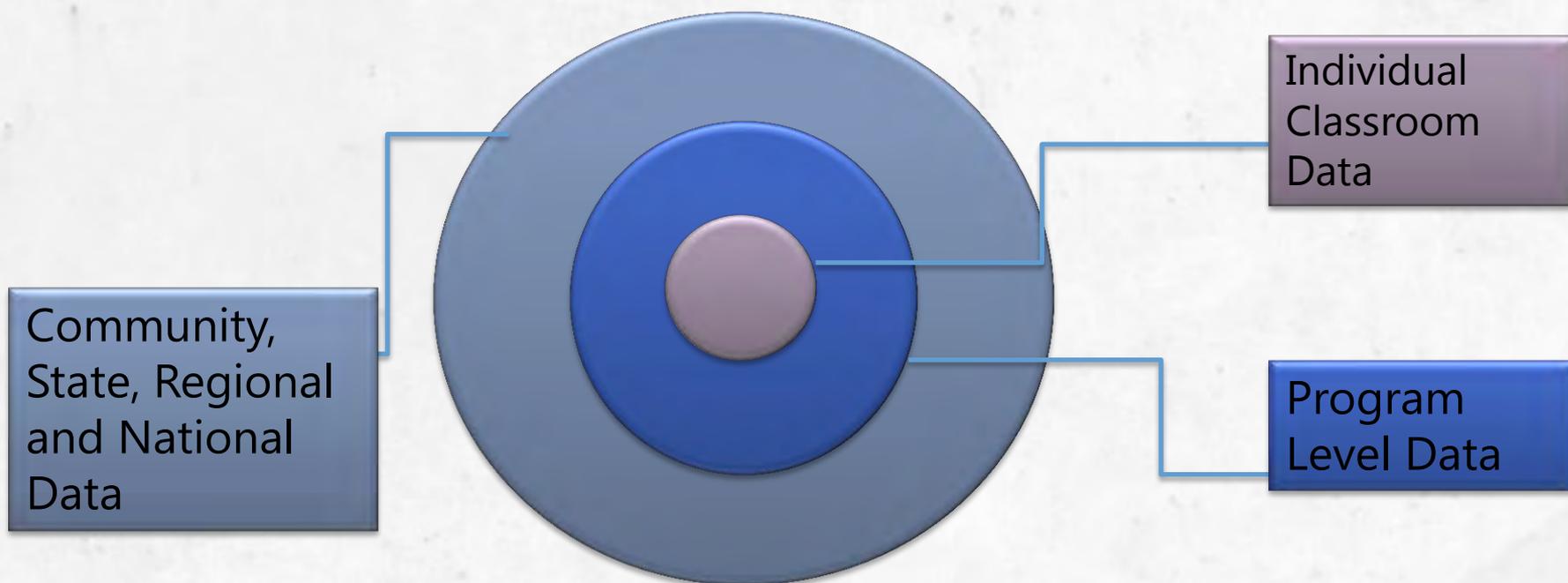


# 1307: Four School Readiness Actions Steps



- Examine data for **patterns** of progress for groups of children in order to develop and implement a **plan for program improvement**

# Data to Inform Program Improvement



**What information does this data provide us?**

**What impact might it have on our program-wide plans to prepare children for successful in school?**

**How might this data influence the work of teachers, home visitors, and family engagement staff?**



# When you think of infant & toddler data and where you are in working with it, what would best help you?

- Hammer?
- Plunger?
- Glue Gun?
- Ladder?
- Other?



Ultimately, we want to use data to tell the story of how programs are helping prepare children and families for the future...AND where children are in their journey toward being ready for school!



Photo courtesy EHS NRC

