

FOUNDATIONS FOR
families



Promoting excellence in early childhood education
to support families and strengthen communities.



WELCOME

Early Intervention: The Role of the Classroom Teacher in
Empowering Parents



Agenda

Early Intervention: The Role of the Classroom Teacher in Empowering Parents



Objectives and Introductions



Developmental Milestones and Red Flags



Activity: Read and Jot



Best Practices: Assessments, Parent Education & Ongoing Dialogue



CCAR: A Guide for Hard Conversations



Activity: Role Play a Hard Conversation



Reflection



Workshop Objectives

As early childhood educators, you have the power to improve the trajectory of a child's life by advocating and encouraging parents to take action!



- 1. Review important developmental milestones and key red flags***
- 2. Activity: Read and Jot***
- 3. Review the best practices of regular child assessments, informal/anecdotal assessments, educating parents on typical and atypical development, and ongoing dialogue with families.***
- 4. CCAR: Jen's Guide for Hard Conversations***
- 5. Activity: Role Play a Hard Conversation***
- 6. Reflection***

**HELLO
MY NAME
IS**

Hard conversations are hard for everyone!



*What is the **emotion** that comes up for you when you have to have a **challenging conversation** with a parent?*

Jot it down and share with a partner.

Head Start/ Early Head Start Context

4

10%

Required amount of total funded enrollment for children with special needs

In Head Start and Early Head Start programs, 10% of the total funded enrollment must be children with special needs. This percentage was well exceeded in 2016-2017.

Identifying young children with unique developmental needs, ensuring children receive appropriate and timely services, and helping families navigate eligibility guidelines are essential for Early Head Start and Head Start programs.

Early Head Start (EHS) 2016-2017 (PIR DATA)

<p>28,080 12.49% of total EHS funded enrollment</p> <p>children with an Individualized Family Service Plan (IFSP) were enrolled</p>	<p>17,728 +</p> <p>found eligible for Part C services prior to enrollment</p>	<p>10,276</p> <p>found eligible during the EHS enrollment year</p>
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Head Start 2016-2017 (PIR DATA)

<p>104,801 12.61% of total HS funded enrollment</p> <p>children with an Individualized Education Plan (IEP) were enrolled</p>	<p>60,205 +</p> <p>found eligible for Part B services prior to the enrollment year</p>	<p>44,596</p> <p>found eligible during the enrollment year</p>
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Developmental Milestones and Red Flags

CDC's Milestone Moments

The graphic features a purple header with the title 'Milestone Moments' and the slogan 'Learn the Signs. Act Early.' Below this is a large photo of a baby crawling, and a row of four smaller photos showing a baby drinking, a baby smiling, a baby playing with blocks, and a baby sitting on the grass. At the bottom, there is text about following child development and the CDC logo.

Milestone Moments

Learn the Signs. Act Early.

You can follow your child's development by watching how he or she plays, learns, speaks, and acts.

Look inside for milestones to watch for in your child and how you can help your child learn and grow.

Centers for Disease Control and Prevention
www.cdc.gov/milestones
1-800-CDC-INFO

- Social/Emotional
- Language/ Communication
 - Expressive
 - Receptive
- Cognitive
 - Learning
 - Thinking
 - Problem Solving
- Movement/Physical
 - Fine motor
 - Gross motor

Examples of Red Flags



- 6 months
- 9 months
- 1 year
- 18 months
- 2 years
- 3 years
- 4 years
- 5 years

Doesn't roll over in either direction

Doesn't respond to own name

Doesn't say one word

Loses one skill s/he had

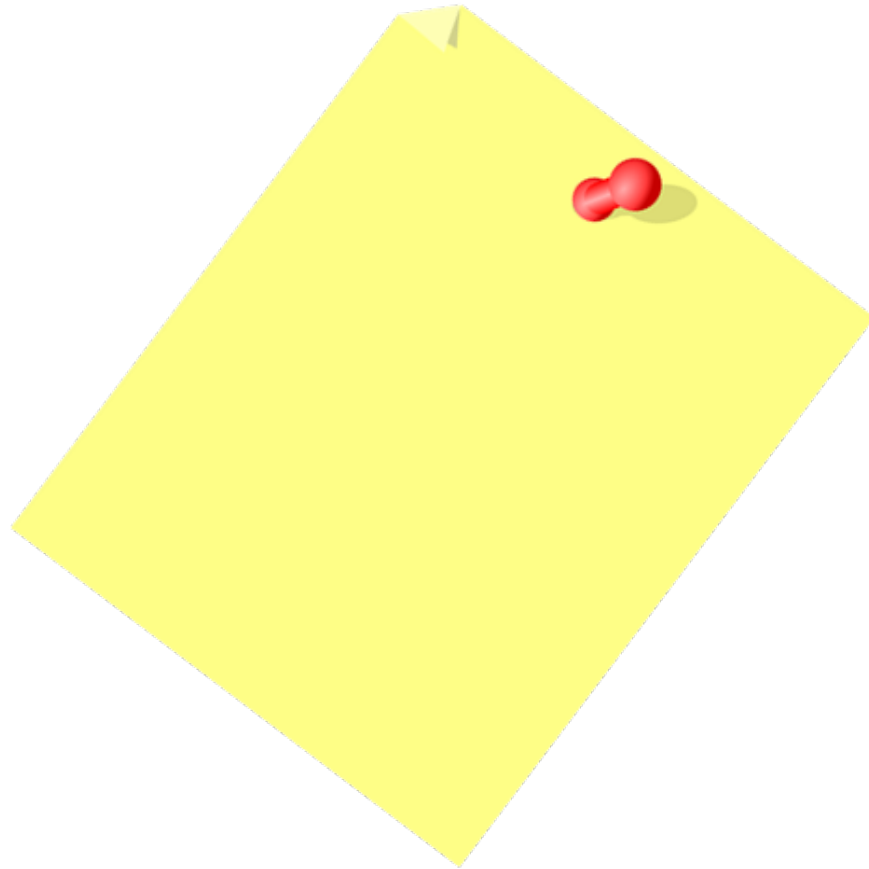
Doesn't use 2-word phrases

Doesn't make eye contact

Can't jump in place

Very withdrawn and not active

Activity: Read and Jot



- What does _____ mean?
- I've seen this in some students:
- What does _____ look like?
- What is an example of _____?

Your Child at 1 Year

Your Child at 1 Year

What children do at this age



Social/Emotional

- Is shy or nervous with strangers
- Cries when mom or dad leaves
- Has favorite things and people
- Shows fear in some situations
- Hands you a book when he wants to hear a story
- Repeats sounds or actions to get attention
- Puts out arm or leg to help with dressing
- Plays games such as "peek-a-boo" and "pat-a-cake"

Language/Communication

- Responds to simple spoken requests
- Uses simple gestures, like shaking head "no" or waving "bye-bye"
- Makes sounds with changes in tone (sounds more like speech)
- Says "mama" and "dada" and exclamations like "uh-oh!"
- Tries to say words you say

Cognitive (learning, thinking, problem-solving)

- Explores things in different ways, like shaking, banging, throwing
- Finds hidden things easily
- Looks at the right picture or thing when it's named
- Copies gestures
- Puts things in a container, takes things out of a container
- Bangs two things together
- Starts to use things correctly; for example, drinks from a cup, brushes hair
- Lets things go without help
- Pokes with index (pointer) finger
- Follows simple directions like "pick up the toy"

Movement/Physical Development

- Gets to a sitting position without help
- Pulls up to stand, walks holding on to furniture ("cruising")
- May take a few steps without holding on
- May stand alone

Act early by talking to your child's doctor if your child:

- Doesn't crawl
- Can't stand when supported
- Doesn't search for things that she sees you hide
- Doesn't point to things
- Doesn't learn gestures like waving or shaking head
- Doesn't say single words like "mama" or "dada"
- Loses skills he once had

Your Child at 2 Years

What children do at this age



Social/Emotional

- Copies others, especially adults and older children
- Gets excited when with other children
- Shows more and more independence
- Shows defiant behavior (doing what he has been told not to)
- Plays mainly beside other children, but is beginning to include other children, such as in chase games

Language/Communication

- Points to things or pictures when they are named
- Knows names of familiar people and body parts
- Says sentences with 2 to 4 words
- Follows simple instructions
- Repeats words overheard in conversation
- Points to things in a book

Your Child at 2 Years

Cognitive (learning, thinking, problem-solving)

- Finds things even when hidden under two or three covers
- Begins to sort shapes and colors
- Completes sentences and rhymes in familiar books
- Plays simple make-believe games
- Builds towers of 4 or more blocks
- Might use one hand more than the other
- Follows two-step instructions such as "Pick up your shoes and put them in the closet."
- Names items in a picture book such as a cat, bird, or dog

Movement/Physical Development

- Stands on tiptoe
- Kicks a ball
- Begins to run
- Walks up and down stairs holding on
- Climbs onto and down from furniture without help
- Throws ball overhand
- Makes or copies straight lines and circles

Act early by talking to your child's doctor if your child:

- Doesn't know what to do with common things, like a brush, phone, fork, spoon
- Doesn't copy actions and words
- Doesn't follow simple instructions
- Doesn't use 2-word phrases (for example, "drink milk")
- Doesn't walk steadily
- Loses skills she once had

Your Child at 3 Years

What children do at this age



Social/Emotional

- Copies adults and friends
- Shows affection for friends without prompting
- Takes turns in games
- Shows concern for a crying friend
- Dresses and undresses self
- Understands the idea of "mine" and "his" or "hers"
- Shows a wide range of emotions
- Separates easily from mom and dad
- May get upset with major changes in routine

Language/Communication

- Follows instructions with 2 or 3 steps
- Can name most familiar things
- Understands words like "in," "on," and "under"
- Says first name, age, and sex
- Names a friend
- Talks well enough for strangers to understand most of the time
- Says words like "I," "me," "we," and "you" and some plurals (cars, dogs, cats)
- Carries on a conversation using 2 to 3 sentences

Your Child at 3 Years

Cognitive (learning, thinking, problem-solving)

- Can work toys with buttons, levers, and moving parts
- Plays make-believe with dolls, animals, and people
- Does puzzles with 3 or 4 pieces
- Understands what "two" means
- Copies a circle with pencil or crayon
- Turns book pages one at a time
- Builds towers of more than 6 blocks
- Screws and unscrews jar lids or turns door handle

Movement/Physical Development

- Climbs well
- Runs easily
- Pedals a tricycle (3-wheel bike)
- Walks up and down stairs, one foot on each step

Act early by talking to your child's doctor if your child:

- Falls down a lot or has trouble with stairs
- Drools or has very unclear speech
- Can't work simple toys (such as peg boards, simple puzzles, turning a handle)
- Doesn't understand simple instructions
- Doesn't speak in sentences
- Doesn't make eye contact
- Doesn't play pretend or make-believe
- Doesn't want to play with other children or with toys
- Loses skills he once had

Your Child at 4 Years

What children do at this age



Social/Emotional

- Enjoys doing new things
- Is more and more creative with make-believe play
- Would rather play with other children than by himself
- Cooperates with other children
- Plays "Mom" or "Dad"
- Often can't tell what's real and what's make-believe
- Talks about what she likes and what she is interested in

Language/Communication

- Tells stories
- Knows some basic rules of grammar, such as correctly using "he" and "she"
- Can say first and last name
- Sings a song or says a poem from memory such as the "Itsy Bitsy Spider" or the "Wheels on the Bus"

Cognitive (learning, thinking, problem-solving)

- Names some colors and some numbers
- Understands the idea of counting
- Starts to understand time
- Remembers parts of a story
- Understands the idea of "same" and "different"
- Draws a person with 2 to 4 body parts
- Uses scissors
- Starts to copy some capital letters
- Plays board or card games
- Tells you what he thinks is going to happen next in a book

Movement/Physical Development

- Hops and stands on one foot up to 2 seconds
- Pours, cuts with supervision, and mashes own food
- Catches a bounced ball most of the time

Act early by talking to your child's doctor if your child:

- Can't jump in place
- Has trouble scribbling
- Shows no interest in interactive games or make-believe
- Ignores other children or doesn't respond to people outside the family
- Can't retell a favorite story
- Speaks unclearly
- Resists dressing, sleeping, and using the toilet
- Doesn't understand "same" and "different"
- Doesn't use "me" and "you" correctly
- Doesn't follow 3-part commands
- Loses skills he once had

Best Practices

Best Practice: Child Assessments

- Formal/published

- Brigance Early Childhood Screening and Assessments
- Ages and Stages Questionnaire (ASQ)



- Informal/anecdotal

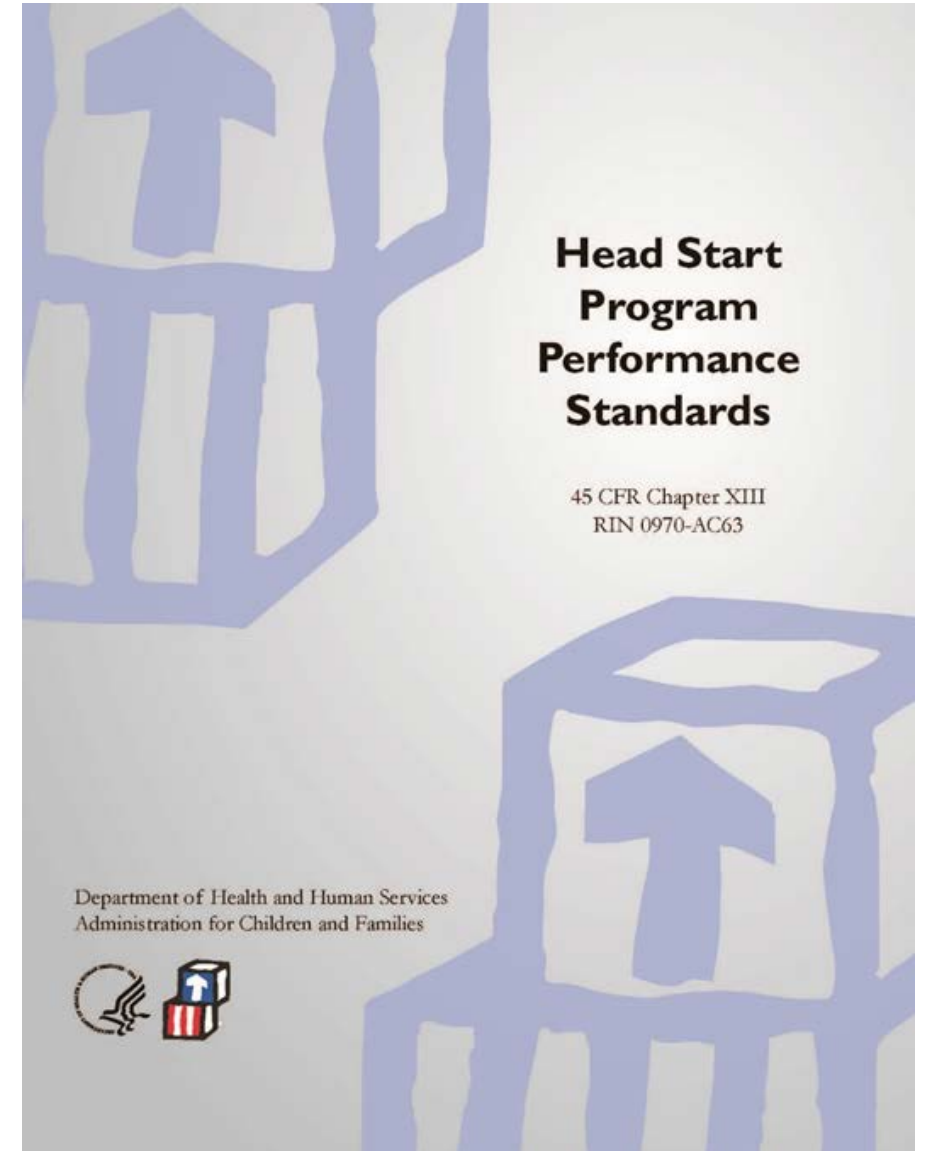
- Index cards, notes, digital photos, recordings...
- Teacher driven
- Schedules/lists help
- This are the examples to use in conversations with parents



Head Start: Child Assessments

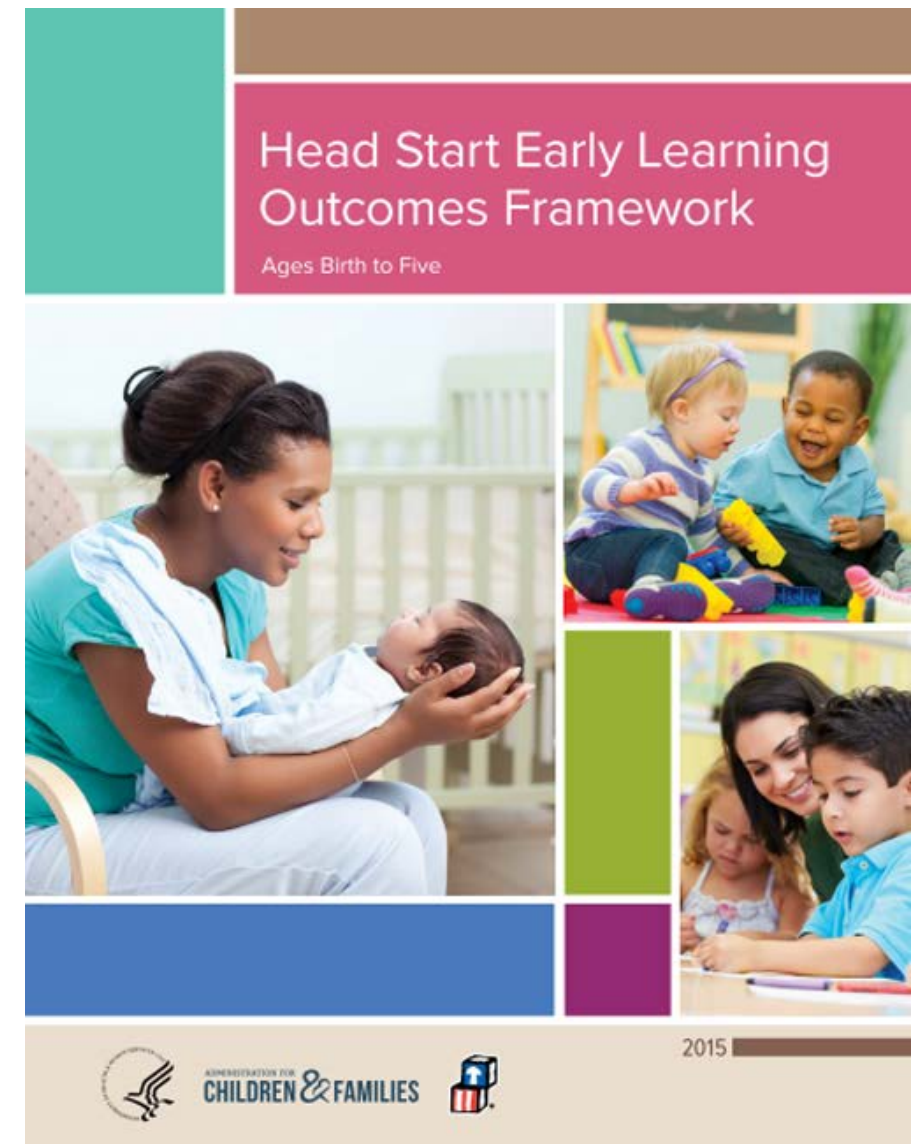
What Do the Head Start Program
Performance Standards (HSPPS)
Say about Assessments?

** Requirements found in section
1302.33 b and c



Head Start: Child Assessments

Early Head Start and Head Start programs must use child assessment instruments that are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five (ELOF).

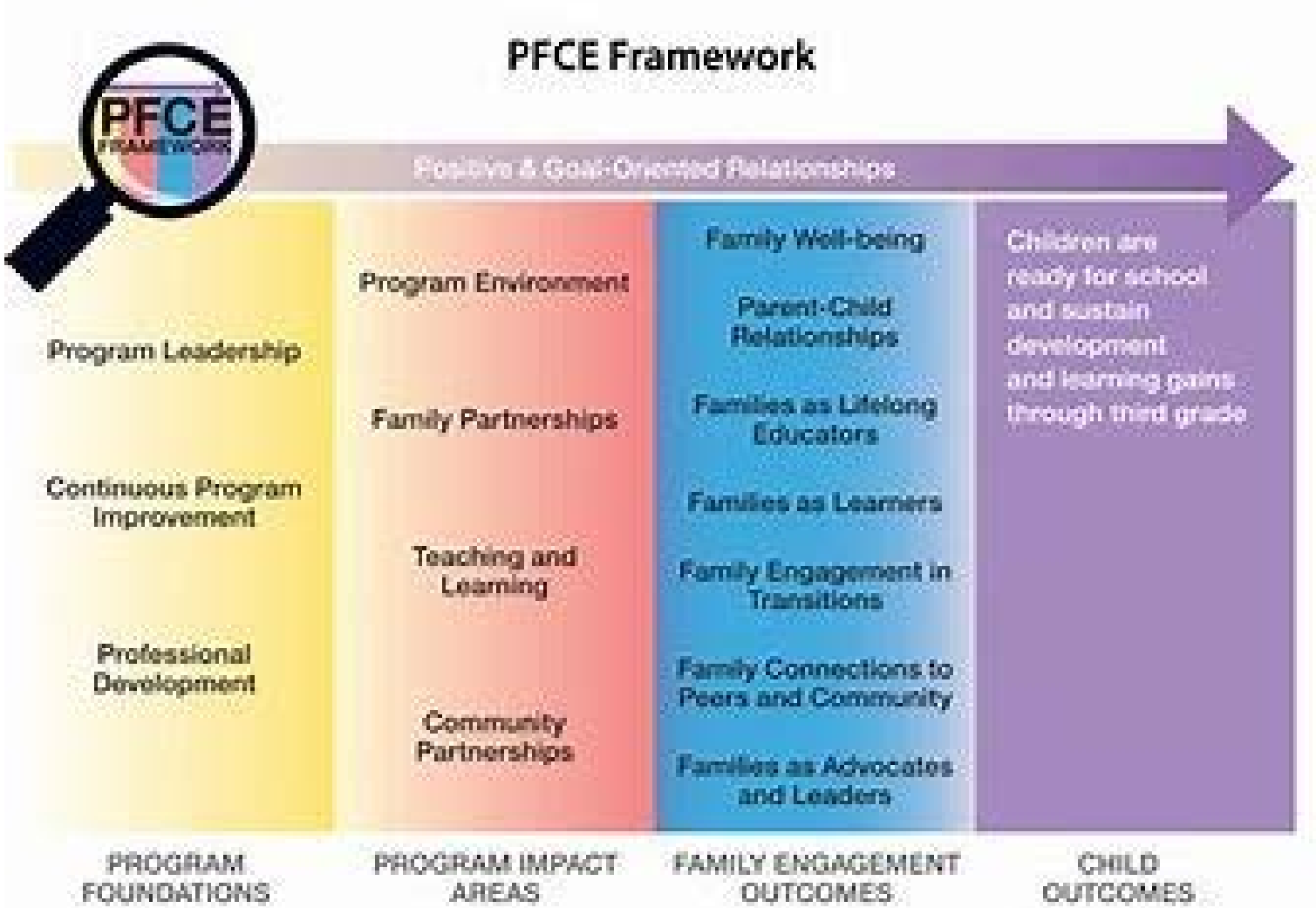


Best Practice: Parent Education

- ✓ Pass out the CDC checklist and/or link it in newsletters and other communication
- ✓ Review development at the beginning of the year and throughout
- ✓ Help parents recognize typical and atypical development



Head Start: Parent Education



Best Practice: Communicate Early and Often

- ✓ Engage in regular, authentic and positive communication.
- ✓ Know the first names of all of the parents of the children in your classroom – and it's not mom and dad!
- ✓ Build goodwill and trust so you have it when you need it.



Head Start: Building Strong Relationships



THE NATIONAL CENTER ON
Parent, Family, and
Community Engagement

Building Partnerships:
Guide to Developing Relationships with Families

[Home](#)

[Getting Started](#)

[Tools](#)

[Reflective Strategies](#)

[Resources](#)

Building Partnerships: Guide to Developing Relationships with Families



Try it!

I already do this:

I will do this:

I might do this:



CCAR: Drive Parents to Take Action!



CCAR

- Compassion
- Clarity
- Action
- Reassurance

CCAR

- Compassion



- **Imagine** yourself in their shoes
- **Recognize** that the conversation is really hard but you really care and want the child to thrive
- **Acknowledge** the instinct to “wait and see,” but emphasize that ***NO ONE WINS WHEN WE WAIT!***

CCAR

- Compassion



Brainstorm compassionate phrases:

- 1.
- 2.

CCAR

- Clarity



- **Describe** exactly what you see: **use specific examples**
 - Avoid diagnosing and technical terms
 - Say that these examples, “might be indicators of a developmental delay”

CCAR

- Clarity



Goal: Parents get clarity on exactly what seems off and the next steps. What are the next steps?

1.

2.

CCAR

- Reassurance



- **Allay** fears, support, have their back
- **Early** support = **best** results
- **Most** children have issues of one sort or another that come out at one time or another!
- We **love** our children **no matter what**
- **No** stigma
- **Ongoing** support

CCAR

- Reassurance

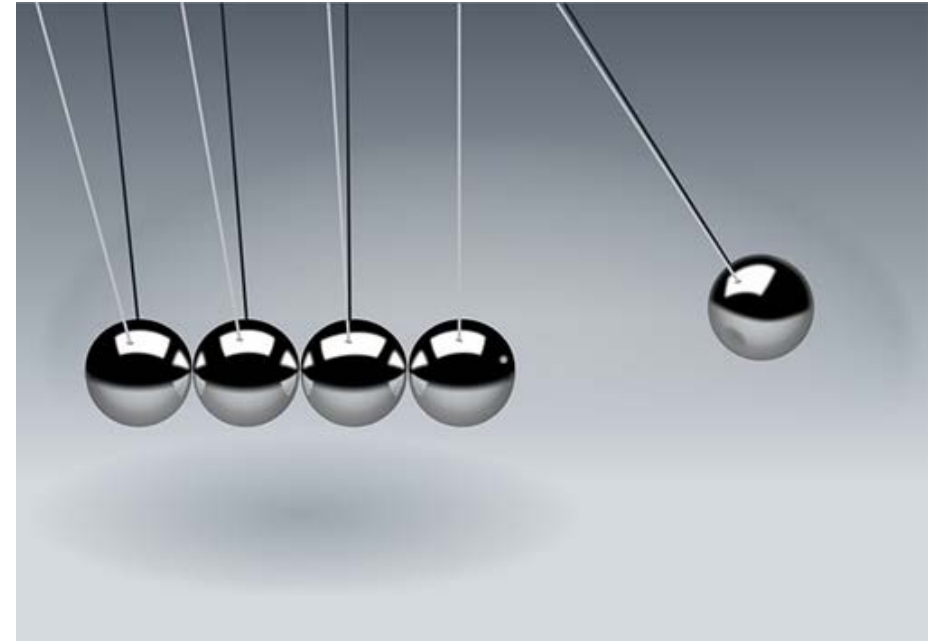


Goal: Parents feel better after a conversation with us. What phrases help?

- 1.
- 2.

CCAR

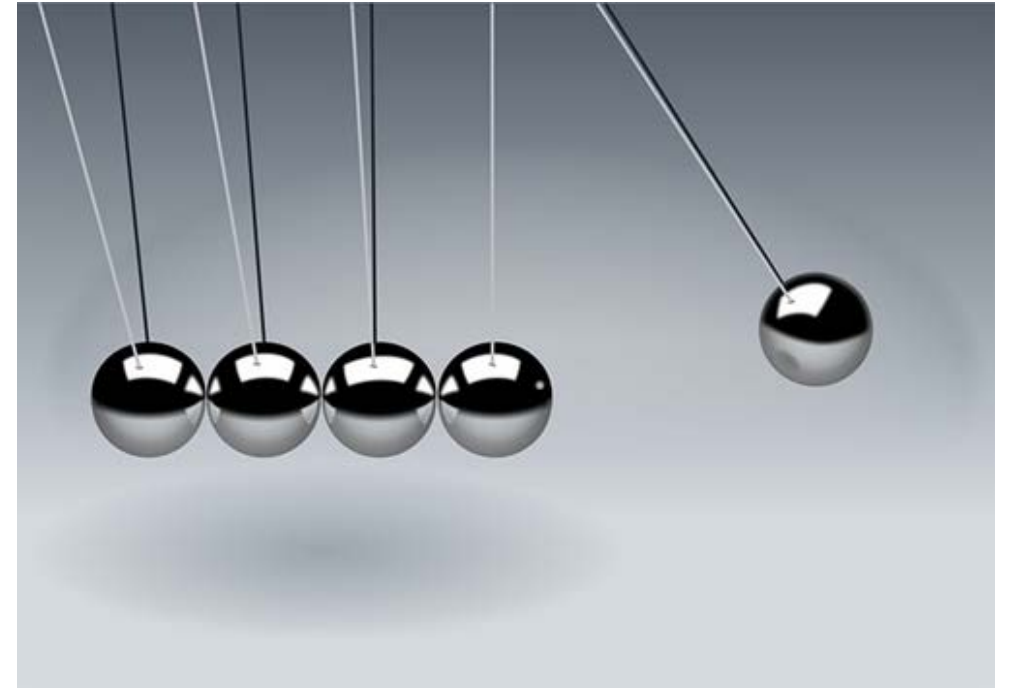
- Action



- **Empower** parents
- **Clear** next steps to get an evaluation
 - Early intervention (EI) is **critical!** Research shows the brain is most malleable and plastic from ages 0-3
- **Much easier** to close the gap with peers via EI
- Dragging heels = bad idea: **NO ONE WINS WHEN YOU WAIT!**

CCAR

- Action



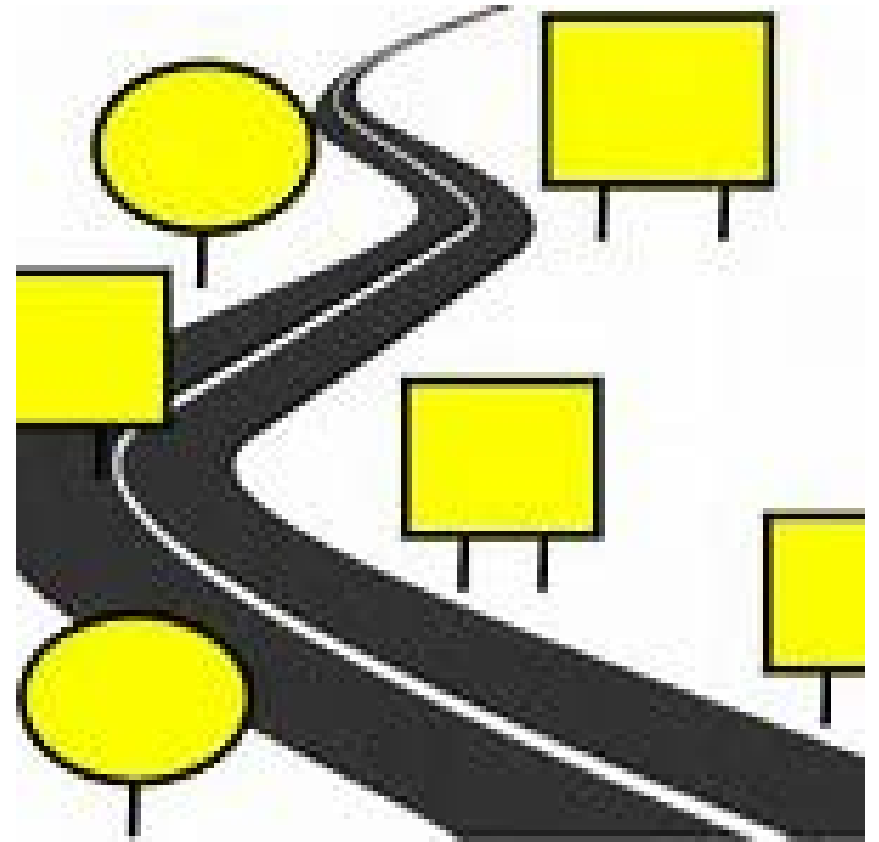
Exactly what are the next steps?

What are the challenges that **this** set of parents face and how can you help them, **as individuals**?

- 1.
- 2.

Roadmap: Structuring Conversations with Parents about Developmental Issues

- Set up a private meeting in advance
- Start with something positive
- Ask parents if they have questions/concerns about development (“I wonder if you’ve noticed”)
- Keep a ‘cheat sheet’ of key ideas
- Note supplemental suggestions on the cheat sheet
- Keep your eye on the goal: child gets a professional evaluation
- **TRUST** yourself! You are an advocate for the child!



Sample Resource Slip to Give Parents

Resources for getting your child a professional early childhood development evaluation

- Consider talking to a parent advocate who supports families in navigating Early Intervention.
- Write your own referral to DC, MD or VA's Early Intervention program for your child to get a *free* evaluation (depending on your residence)**
 - DC: ages 0-2yrs 8mo: Strong Start (link to referral form): <http://osse.dc.gov/publication/start-dc-early-intervention-program-dc-referral-form-0>
 - DC ages 2yrs 9mo-5yrs 10mo: Early Stages (part of DCPS): <http://www.earlystagesdc.org/for-professionals/referrals>
 - MD: ages 0-3: Maryland Infants and Toddlers Program <http://archives.marylandpublicschools.org/msde/divisions/earlyinterv/irdlders/about/message.htm>
 - MD: ages 3-5: MD Early Intervention and Preschool Special Education: http://archives.marylandpublicschools.org/msde/divisions/earlyinterv/irdlders/about/preschool_services.htm
 - VA: ages 0-2: Infant and Toddler Connection of VA: <http://www.infantva.org/>
 - VA: ages 3-5: VA Dept of Education Early Childhood Special Education: http://www.doe.virginia.gov/special_ed/evaluation-and-eligibility/index.shtml
- Get a private evaluation (often covered or partially covered by insurance): might be helpful to get both public and private evaluations for broader information. Non-exhaustive list of some local private evaluators listed on the back of this sheet.
- Call your pediatrician to explain concerns and/or request a referral to a developmental pediatrician (know you do not need a pediatrician to write you a referral to get a free professional evaluation from the state/district/county in which you live). Regular pediatricians tend to take the wait and see approach (which is not recommended by child development professionals), just be aware.

** Know that the bar to qualify for free services varies from state to state, so **just because a child does not qualify for free services does not mean that they would not greatly benefit from private services to support their development.** Make sure you ask the evaluators what services they would recommend, even if it will not be provided by the state.

Role Play: A hard conversation

Every conversation will be unique

Greatest fears:

- 1.
- 2.

Best tips:

- 1.
- 2.



Reflection



1. What did you hear that affirmed your current practices or challenged you to think outside the box?
2. What are your key takeaway messages?
3. Are there red flags or challenges your program needs to address?
4. How will you adapt your practices to fully integrate your takeaways?
5. What are your immediate action steps?

Action Plan



Key Take Away 1	First Steps	Who?	When?	Measure?
Key Take Away 2	First Steps	Who?	When?	Measure?

Notes:



Resources





Download on the
App Store

GET IT ON
Google Play

Download CDC's FREE Milestone Tracker App

 **Track
Milestones**  **Share a
Summary**  **Get Tips &
Activities**

Learn more at [cdc.gov/MilestoneTracker](https://www.cdc.gov/MilestoneTracker)

Download the free Milestone Tracker App
<https://www.cdc.gov/ncbddd/actearly/index.html>



NATIONAL CENTER ON

Early Childhood Development, Teaching and Learning



Disabilities Services Newsletter

Are you subscribed?

<https://eclkc.ohs.acf.hhs.gov/subscribe>



MyPeers is a virtual learning network where you can brainstorm, exchange ideas, and share resources with early childhood colleagues from across the country. It was created by the Office of Head Start (OHS) to help you connect and learn with people who share your interests and program responsibilities. These informal connections can be a great source of encouragement and insight.

Have you joined the disabilities/inclusion MyPeers Network?

<https://eclkc.ohs.acf.hhs.gov/subscribe>



Free access to an article from
Young Exceptional Children
(YES)

**Empowering Families
During the Early
Intervention Process**

<http://hsicc.createsend1.com/t/j-l-uhjibk-xjjydhhhj-e/>

Questions and Answers



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