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

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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.


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
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)

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### Head Start 2016-2017 (PIR DATA)

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Developmental Milestones and Red Flags
CDC’s Milestone Moments

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

- 6 months: Doesn’t roll over in either direction
- 9 months: Doesn’t respond to own name
- 1 year: Doesn’t say one word
- 18 months: Loses one skill s/he had
- 2 years: Doesn’t use 2-word phrases
- 3 years: Doesn’t make eye contact
- 4 years: Can’t jump in place
- 5 years: Very withdrawn and not active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

What children do at this age

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 together; 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”

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”

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

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

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

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

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

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

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

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

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**

- Understands the idea of “mine” and “his” or “her”
- Shows a wide range of emotions
- Separates easily from mom and dad
- May get upset with major changes in routine

**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

**Social/Emotional**

- 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
- Shows affection for friends without prompting
- Takes turns in games
- Shows concern for a crying friend
- Dresses and undresses self

**Movement/Physical Development**

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

**Language/Communication**

- 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
- 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

**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

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

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

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

PFCE Framework

Program Environment
Program Leadership
Continuous Program Improvement
Professional Development

Family Partnerships
Teaching and Learning
Community Partnerships

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

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

PROGRAM FOUNDATIONS
PROGRAM IMPACT AREAS
FAMILY ENGAGEMENT OUTCOMES
CHILD OUTCOMES
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

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
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!**
Brainstorm compassionate phrases:

1.
2.
Describe exactly what you see: use specific examples
• Avoid diagnosing and technical terms
• Say that these examples, “might be indicators of a developmental delay”
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
Goal: Parents feel better after a conversation with us. What phrases help?

1.
2.
- **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!**
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 2yrs 9mo-5yrs 10mo: Early Stages (part of DCPS): [http://www.earlystagesdc.org/for-professionals/referrals](http://www.earlystagesdc.org/for-professionals/referrals)
  
  - MD: ages 0-3: Maryland Infants and Toddlers Program [http://archives.marylandpublicschools.org/msde/divisions/earlyinterv/jr ddlers/about/message.htm](http://archives.marylandpublicschools.org/msde/divisions/earlyinterv/jrddlers/about/message.htm)
  
  - MD: ages 3-5: MD Early Intervention and Preschool Special Education: [http://archives.marylandpublicschools.org/msde/divisions/earlyinterv/jrddlers/about/preschool_services.htm](http://archives.marylandpublicschools.org/msde/divisions/earlyinterv/jrddlers/about/preschool_services.htm)

- 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

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<th>When?</th>
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## Notes:

Add notes or additional information here.
Resources
Download the free Milestone Tracker App

https://www.cdc.gov/ncbddd/actearly/index.html
Are you subscribed?

https://eclkc.ohs.acf.hhs.gov/subscribe
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-uhijbk-xjjydhhbj-e/
Questions and Answers
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