little texans BIG FUTURES

Your early learning guide for infants, toddlers and three-year-olds

Module 1: Orientation

Competency-Based Learning Objectives	By the end of this module, successful participants will be able to: • List and Define the 4 developmental domains • Give original examples of Responsive Caregiving • Develop a list of 4-5 items that promote diversity and cultural understanding
Description of Target Audience	Early child care and education practitioners and administrators
Training Methodologies/ Strategies Utilized	**PPT with content and lecture** - Participants will view a PPT with illustrations and key points. Trainer will lecture on content, providing open floor for comments and questions. **Handouts** – Participants will receive a packet that includes: • Participant Guide • Responsive Caregiving Scenarios **Small Group Discussion** - discuss prompts in small groups **Question and Answers** - Time will be reserved at the end of the presentation for questions and reactions

Sequence of Training	Content	Methods / Activities	Time Allotment
	Introduction of facilitator and topic		5 min
	Purpose and potential users	PPT and participant responses	7
	Organization and domains	PPT	7
	Responsive Caregiving	PPT and small group discussion activity	12

Caring for children with disabilities	PPT and participant responses	7
Diversity and Cultural Awareness	PPT and individual activity	12
Conclusion		5
Q&A		5
Total Length		**1 hour**

Slide 1: Welcome. Introduce the workshop.

I would like to welcome all of you to **Orientation for Little Texans, Big Futures.** My goal is to introduce you to this valuable resource and give you an overview of its uses and organization. We will also discuss the importance of responsive caregiving, caring for children with special needs, and the role of diversity in early care and education.

Introduce yourself

Name, position, experience with Little Texans, Big Futures

Determine the audience

Ask participants about their role with young children. Are they parents, caregivers, administrators? Do they work in centers, homes, or public schools? How long have they been working with young children?

TRAINER TIP:

Taking a few minutes to find out who your audience is at the beginning of the workshop allows for immediate engagement and helps you to personalize aspects of the training. For example, if there is a highly experienced infant teacher, you can solicit examples and responses from her as you move through the material.

Review any "housekeeping logistics" such as location of bathroom, any planned breaks, ending time, etc.

Slide 2: Introduce the Little Texans, Big Futures resource

If you have a copy of the ITELG, display it to the group. If you are planning to distribute copies, wait until the end of the session.

Copies of the ELG are available at no cost through the Texas Early Learning Council. An electronic

copy can be downloaded at http://www.earlylearningtexas.org/itelg.aspx. It is available in English, Spanish and Vietnamese. Follow the TELC on Facebook for updates and resources.

Slide 3: Objectives

The objectives for today's session are in your guide. After completing this training, you will be able to:

- List and Define the 4 developmental domains
- Give original examples of Responsive Caregiving
- Develop a list of 4-5 items that promote diversity and cultural understanding

Slide 4: Purpose of ITELG

The ITELG were developed over two years by a team of 37 child care and education professionals. The Guidelines are evidence based, supportive of differences in temperament and development, sensitive to family culture, and inclusive. They link to best practices to support optimal growth and development during the first three years.
The purpose of the guidelines is:

- To move Texas forward in ensuring that all children have the high-quality early experiences needed for optimal brain development

- Assist caregivers in understanding early childhood development and in making the most of each day during the early years of growth.

- Improve the quality of care for young children inside and outside the home by supporting appropriate caregiver practices.

- Positively influence the design of professional development strategies, parent engagement, administrative planning, key class materials, and curricula

Slide 5: Potential Users

The Guidelines were developed for multiple users; particularly parents, providers and policymakers.

Parents

- Developmental milestones

- Guide adult behavior in supporting early learning and development

- Assist in choosing toys and materials to support development

- Ensure their early childhood program is providing developmentally appropriate care to their young children

- Assist in understanding how to be responsive to the needs of their young children

Providers

- Developmental stages

- Implement and adapt strategies to support development

- Assist in planning learning experiences and curriculum

- Assist in choosing play materials to support learning

- Individualize care and create individual lesson plans for young children

- Inform professional practice in working with young children

Policymakers

- Learn about best practices for caring for young children

- Provide resources for parents and caregivers to support the learning and development of young children

- Gain understanding of the professional knowledge needed by those working with young children

- Review practices and standards to ensure they support young children

Slide 6: What it isn't

The ITELG was not developed for any of the following purposes:
- Developmental checklist – This resource is not intended to be used as checklist of developmental milestones. All children develop at their own rate.

- Assessment tool – Early child care providers should use a developmental assessment tool and complete anecdotal observations. However, these guidelines are not designed to be used for that purpose. They are not comprehensive and they do not provide the appropriate information for an assessment.

- Curriculum – The guidelines are a wonderful resource for appropriate caregiver/child interactions. While they are many activity suggestions included, it is not intended to take the place of a developmentally appropriate curriculum.

It is also not intended to be:
- Permanent and unchanging – Child Development, like any field of research, is always expanding. As new research is conducted and we gain new understanding of brain development, social- emotional and physical development, best practices should be re-evaluated. The Guidelines were created based on the current research and best practices and may require updating in the future.

- Exclusive - Other documents and resources offer excellent information and the Guidelines should be used to supplement a variety of resource on early child development and responsive caregiving.

Slide 7: Developmental Domains

Take out your Participant Guide. Please fill in the 4 Developmental Domains as we discuss them.

Slide 8: Developmental Domains

The ITELG addressed four domains of infant and toddler development: Physical, Social-Emotional, Language, and Cognitive. Each domain is divided into essential components.

Physical Health and Motor Development

Physical development pertains to children's physical growth, while motor development refers to movements of large muscles (**gross motor**) and small muscles (**fine motor**). This domain includes **health and well-being**, such as nutrition needs, exercise, and care routines.

Social and Emotional Development

This domain includes the most important tasks of infancy: establishing basic **trust and emotional security**. With a consistent, loving relationship with a caregiver, infants learn that their world is safe and interesting, that someone will be attentive to their needs and comfort them when they are scared or fussy. Another important component is **self-awareness**. When children have a clear and positive sense of identity and are able to recognize and talk about their feelings, they are better able to form healthy relationships with others and resist negative peer pressure. **Self-regulation** and **Relationships with others** also falls into the Social and Emotional domain. Self-regulation is the ability to modulate one's own behaviors and expression of emotions, for example when a child calms themselves or waits their turn.

Language and Communication Development

The development of language and communication skills begins long before children say their first word. **Listening and Understanding** includes indicators related to what words mean, how to make different forms out of a root word, and how to put words together in sentences. It also includes listening and responding to the communication of others. **Communication and Speaking** includes indicators related to how young children use sounds, gestures and words to get their needs met. It focuses on how children learn language and begin to use it. **Emergent Literacy** relates to the knowledge and skills associated with books and writing. Although infant and toddlers shouldn't be expected to read, the skills that lead to later success begin in the earliest years.

Cognitive Development

Cognitive development is often thought of as growth in children's thinking, reasoning, and understanding. Positive early experiences that support cognitive development contribute to lifelong traits, such as curiosity, persistence, and independence. **Exploration and Discovery** includes how young children explore their environment and demonstrate the building blocks of inquiry and curiosity through playing with cause and effect relationships and understanding patterns.

A child's use of imagination and creativity in approaching problems and tasks indicates development in **Problem Solving**. The third component, **Memory**, relates to how infants and toddlers store and use information. Young children anticipate routines, remember familiar people, and use their memory to inform their daily lives. **Imitation and Make Believe** includes indicators related to young children's use of their imagination and play to imitate actions and experiment with different roles and ideas. Caregivers model and engage with young children in this play to support development of vocabulary, imagination, and social interaction skills.

Slide 9: Ages

The ITELG breaks down the milestones into these age categories.
- 0-8 months
- 8-18 months
- 18-36 months
- 36-48 months

These are intended to provide a baseline for typical development and widely held developmental milestones. They are not intended to be used to diagnose a delay. All children develop at their own pace.

Slide 10: Organization

This graphic demonstrates how the Guidelines are organized. Each domain is divided into crucial components. Each component includes indicator and caregiver responses for each of the age categories.

Slide 11: Responsive Caregiving

Responsive caregiving is a style of interaction in which caregivers take the time to pay attention to what a child is signaling, and then provide a response that meets the child's needs in a loving way. Children communicate their needs to caregivers through verbal and non-verbal signals. Paying attention to these signals, correctly interpreting them, and responding to them quickly and warmly indicates to the child that the caregiver can be trusted. While it is important to meet a child's physical needs, such as diaper changing, feeding, and napping; meeting emotional needs are just as crucial to positive outcomes. Emotional needs include warmth and affections, opportunities for play and socialization, and comfort when feeling distressed.

Slide 12: Responsive Caregiving Cycle

Being a good observer of children's signals is the first step in the responsive caregiving cycle. The second step is to provide a response that is directly linked to what young children signal. When the child sees that his signals were understood and his needs were met, the cycle is complete and the child is encouraged to continue to communicate with his caregivers, and he feels loved and secure.

Slide 13: Why is responsive caregiving so important?

Responsive caregiving:
- Promotes secure attachment with caregivers

  - Adults are trustworthy and will meet my needs

- Promotes emotional and behavioral regulation

- Builds a solid foundation upon which later relationships and learning are based.

Slide 14: Responsive Caregiving

Turn to page 2 in your participant guide. In your own words, fill in the box and describe responsive caregiving. Allow participants a few minutes for this.

Slide 15: How can caregivers be responsive?

These are examples of what responsive caregiving looks like:

- Tone of voice
- Reflecting a child's tone and emotion
- Facial Expressions
- Giving affection
- Open ended questions
- Positive limit setting
- Offering limited, appropriate choices
- Using language that reflects emotion

Slide 16: Caregiver characteristics (Activity 1)

In your small groups, you have a scenario. Work together to create an appropriate responsive caregiving reaction. Take a few minutes and then we will share a few.

TRAINING TIP:

Based on the size of the group and the time allowed, divide the participants into groups of 2-5. Allow only about 5 minutes for discussion. As the groups work, walk around the room and listen to discussion to determine when they are finished discussing. You may need to provide a one minute warning before bringing the group back together. Select one or two groups to share their scenario and response.

Slide 17: Caring for young children with disabilities or special needs.

In many ways, caring for young children with disabilities or special needs is the same as caring for all young children: all children need love, good nutrition, safety, guidance, and positive simulation. There are, however, areas in which young children with disabilities may have unique needs to which parents and caregivers will need to be sensitive.

The guidelines do not address, in depth, the needs of children with specific disabilities. Each developmental domain in the ITELG contains two special needs scenarios. These are intended to serve as examples of inclusion strategies. To the greatest extent possible, providers should practice inclusion. Inclusion includes access to care, participation in developmentally appropriate activities, and having supports available for children, families, and providers. Special needs can include physical needs, cognitive delays, and behavior differences.

Slide 18: Role of Provider

Providers that care for infants, toddlers and three-year-olds with disabilities or special needs should try to learn more about the particular need or disability, but should be careful not to make assumptions about an individual child based on his or her need or diagnosis.

Providers should practice inclusion when possible, make reasonable accommodations for those children with special needs.

Providers should create and maintain and supportive partnership with parents. They should bring concerns about development or delays to the child's parents immediately and work together to access resources and develop strategies that support the child's success.

Slide 19: Culturally Appropriate Practice

Texas is an incredibly culturally diverse state. Early childhood programs must respect this diversity and take steps to honor the traditions, norms, and values of all cultures. Providers should connect with families and learn about the traditions and customs that are important to them. When possible, providers should make use of home languages in the classroom — either verbally or non-verbally with labels and diverse materials.

Providers can model honoring diversity and cultural awareness as a concept and a core value of our society by introducing stories and books that actively seek to diminish stereotypes, honor pride in one's self and one's origins, and explore how it feels to be different. Caregivers should create an environment rich in diversity by providing multi-cultural music, toys, and materials.

Slide 20: Culturally Appropriate Practice

Activity 2: In your participant guide, there is a section for 'Creating a diverse classroom'. Take a few minutes to list 3-5 items that you can add to an infant or toddlers environment that encourages diversity and cultural respect. Allow a few minutes for this.

Slide 21: Culturally Appropriate Practice

Go over answers on slide and ask for volunteers to share some of their ideas.

Slide 22: Culturally Appropriate Practice

Use this slide to supplement the discussion following Activity 2.

Slide 23: Conclusion

There are approximately 1900 days between the day a child is born and the day he or she enters kindergarten. Every day is a critical opportunity to support he healthy development of each child. The Infant, Toddler, and Three-Year-Old Early Learning Guidelines are designed to assist caregivers in understanding early childhood development and in making the most of each day during the early years of growth. These early years lay the foundation for success in school and life.

In Modules 2-5, the developmental domains will be covered in detail.

TRAINER TIP:

When opening up the floor for questions, allow a full 7 seconds of silence before moving on. This gives participants time to formulate the question.

Thank the participants for attending.