

Presenters:

**Grace Whitney**, CT Head Start State Collaboration Office; Hartford, CT

**Christine Low**, Bradley Hospital/Warren Alpert Medical School of Brown University, East Providence, RI

**Sarah Merrill**, Early Head Start National Resource Center at ZERO TO THREE, Washington, DC

**Heath Ouellette**, National Infant Toddler Child Care Initiative at ZERO TO THREE, Washington, DC

**Magdalena Rosales-Alban**, LULAC Early Head Start, New Haven, CT

**Session D13: Infant Toddler Modules Project – Enhancing Quality in Programs Serving Infants, Toddlers, and Families**, Thursday, June 23, 2011

15<sup>th</sup> Annual Birth To Three Institute  
Washington Hilton, Washington, DC

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***Infant Toddler Modules Project –  
Enhancing Quality in  
Programs Serving Infants,  
Toddlers, and Families***

*15<sup>th</sup> Annual Birth To Three Institute  
Thursday, June 23, 2011  
Washington Hilton, Washington, D.C.*

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***WELCOME!***



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## Objectives

Participants will be able to:

- Discuss importance of Module content
- Describe how the resource can be a tool to implement a program improvement plan
- Reflect on specific application to own role
- Create an action plan for program

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## Outline

- Overview of the Infant Toddler Modules
- Examples of implementation in LULAC Early Head Start program
- Examples of implementation in child care training and technical assistance
- Additional resource for caregiver training
- Related Early Head Start resources

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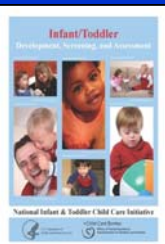
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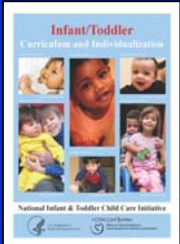
## Infant/Toddler Modules



Relationships: The Heart of Development and Learning



Infant/Toddler Development, Screening, and Assessment



Infant/Toddler Curriculum and Individualization

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## Enhancing Quality

1304.52(b)(1)&(2)  
Staff & consultants have:

- knowledge
- skills
- experience

needed to perform assigned functions responsibly



Photo: © iStockphoto.com

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## Enhancing Quality



Photo: © iStockphoto.com

1304.52(d)(1)  
ECD services supported by training & experience in:

- theories & principles of child growth & development
- early childhood education
- family support

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## Infant/Toddler Modules

Module I: Relationships		
Centrality of Relationships in Development 1304.21(a)(3) 1304.21(b)(1)	Key Relationships 1304.21(a)(3)(i)(D)&(E) 1304.40(d)(2) 1304.4(e)(1)	Relationship-based Practices 1304.40(d)(2) 1304.52(b)(4) 1304.52(g)(4)
Module II: Development, Screening and Assessment		
Infant Toddler Development 1304.21(a)&(b)	Observation, Screening and Assessment for Understanding Development 1304.20(b)(1) & (f)(1)	Understanding Development with Families and Others 1304.2(a) 1304.4(e)(3) 1304.52(b)(1) &(2)
Module III: Curriculum and Individualization		
Infant Toddler Curriculum 1304.3(a)(5) 1304.21(a)&(b)	Individualizing to Support Development 1304.21(a)(1)	Individualizing with Families and Others 1304.20(e)&(f)

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## Each Module Contains:

- Learning Objectives
- What the “Consultant/Faculty/Mentor/Coach/Trainer” should know (CFMCT)
- Activities
- The Role of the Child Care “Consultant/Faculty/Mentor/Coach/Trainer”
- Where to find more information

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## State Early Learning Guidelines




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## Infant Toddler Modules

- Partnership: Part C
- Planning
  - Region I: State Teams
- Faculty Institute
- State Implementation
  - MA: Regional Teams
- RI: Caregiver Version
- National Meetings
- Core Knowledge & Competencies



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## Relationships: The Heart of Development and Learning

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## Development (in Context)



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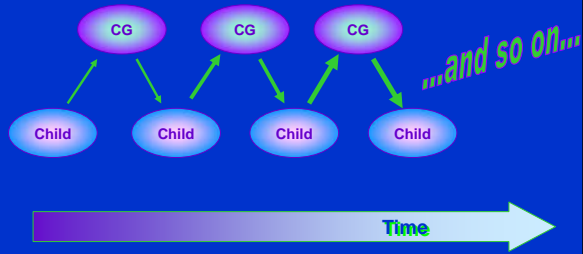
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## "The Dance" of Relationships



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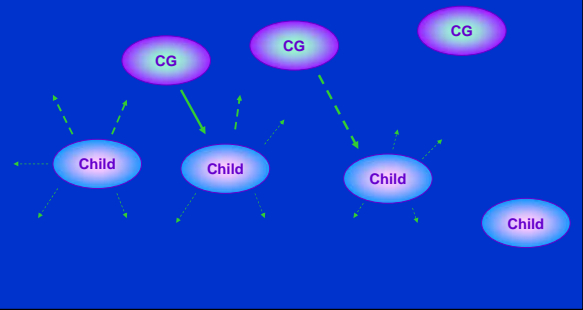
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## What Happens If...



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## Relationships are Essential...

*"...nurturing environments and positive interactions build healthy brain architecture."*

(Friedman, 2006)

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## Module Activities



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### Activity: Reflecting on Attachment

Read two of the quotes on *Reflecting on Attachment* and think about what feelings these quotes might stir up in the caregivers in your program.

Turn to the person next to you and share your thoughts on how you might support caregivers to feel safe with their feelings. What challenges might they have?

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### Key Relationships for Infants and Toddlers

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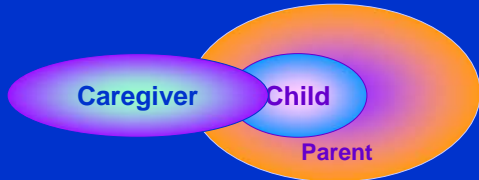
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## Caregiver-Child



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## Influences on Relationships

- Culture
- Temperament
- Mental Health/Mental Illness
- Level of Education
- Adequacy/Lack of Resources
- Others?

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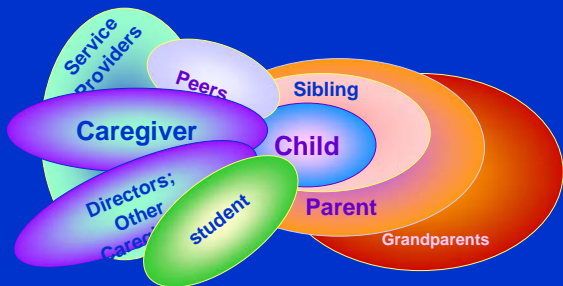
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## Key Relationships



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## Relationship-Based Practices

*"Relationship-based practices are those methods and approaches used by early childhood professionals that support healthy child development through the context of nurturing relationships."*

(p. 28)

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## Care Policies & Practices

- Responsive caregiving
- Continuity of care
- Primary caregiving
- Individualized & flexible care routines
- Strengthening & building protective factors within families
- Collaborative consultation



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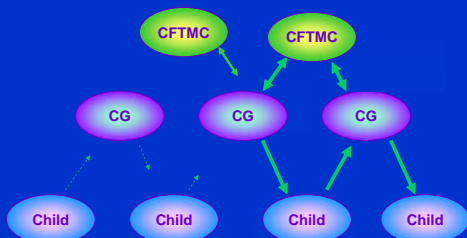
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## Supporting Caregivers.....



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## Infant Toddler Development, Screening and Assessment

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## Side-by-Side with Families



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## Understanding Development

- Observing Development
- Screening
- Assessment
- On-going Assessment

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## Red Flags

- Suggest closer monitoring
- Suggest referrals for formal evaluation
- Require a “team” approach
  - Side-by-side with families
  - Involving all who can help
    - Child’s medical home
    - Part C/Early Intervention

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## Other Partnering Service Systems

Helping families identify and access the services they and their children may need:

- Primary care providers and medical homes
- Child welfare, e.g., Strengthening Families
- Mental health consultation
- Part C
- Others.....

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## Infant/Toddler Curriculum and Individualization

Infant Toddler Curriculum

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- \*
- \*

Preschool Curriculum



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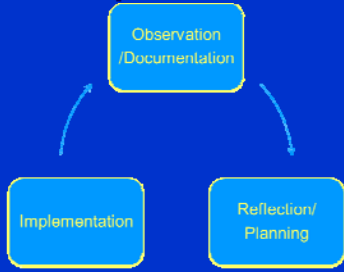
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## Curriculum Planning Process: Simplistic View



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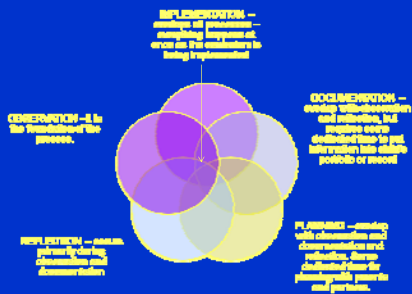
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## Curriculum Planning Process: Realistic View



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## Implementation of Curriculum

Through:

- Relationship
- Routines
- Environment



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## Infant Toddler Curriculum: Partners and Resources



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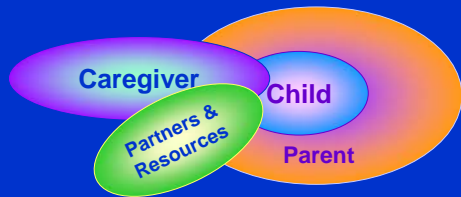
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## Collaborating to Create Curriculum to Support Child Development



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## Reflection 1

Take a moment to reflect on the modules and their relevance to your work. Jot down a phrase or two to record your thoughts.

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## Current Activities in Rhode Island

Using the NITCCI Infant & Toddler Consultant Modules with:

- Early Childhood Mental Health (ECMH) Consultants:
  - RI Child Care Support Network (CCSN)
- Professional Development Series:
  - Face-to-face discussion groups for directors and supervisors
  - 3-part interactive webinar series for supervisors and staff
- Front-line providers
  - Adapted to online, self-guided courses

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## Foundations for Early Childhood Development and Mental Health: Supporting Providers Working with Infants, Toddlers and their Families



Susan Dickstein, Ph.D., Christine Low, Ph.D., and Lisa Costello, Ph.D.  
Bradley Hospital's Early Childhood Clinical Research Center and  
Margaret Paccione, Ph.D., Walter Heisler, and Pat A. Perry  
Bradley Hospital's Department of Behavioral Education

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## Bringing the Modules to Front-Line Providers

Rhode Island Department of Health:

- Using American Recovery and Reinvestment Act (ARRA) funding
- Developing an early childhood mental health website
  - To promote the dissemination of best practice information for front-line, cross-disciplinary providers working with infants, toddlers and their families

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## Collaborative Process

- Key Players:
  - Bradley Hospital and Brown Medical School
    - The Early Childhood Clinical Research Center (ECCRC)
    - The Department of Behavioral Education (DBE)
  - Rhode Island Association for Infant Mental Health (RIAIMH)

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## Computer Based Learning (CBL) Courses

- Developed through Bradley's DBE
- Guided by early childhood psychologists at the ECCRC
  - Ensuring compliance with standards, coordination, and effective communication of information
  - In collaboration with:
    - Rhode Island Association for Infant Mental Health
    - Rhode Island Department of Human Services
    - Rhode Island Department of Children, Youth, and Families
    - Local and national early care and education specialists and providers
    - National Infant & Toddler Child Care Initiative @ ZERO TO THREE
    - Office of Child Care and Healthy Child Care New England
    - U.S. Department of Health and Human Services

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## Bringing the Modules to Front-Line Providers

### Goals:

Create a widely accessible web-based training opportunity for staff who care directly for infants and toddlers and their families

- Develop a series of online courses
- Create online evaluation mechanisms to assess pre- and post-test knowledge

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## Design and Delivery

### Design platform:

- PowerPoint-based
- Linked materials & emphasized key points
- Learning measured
  - Pre- and post-test
  - Computer-based management system

### Courses:

- Range of modules
  - Completed individually
    - 20 minutes
  - Support with access & registration
- Professional development credits

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## Computer Based Learning (CBL) Courses At A Glance

CBL Course Title	Examples of Themes Covered
Course 1: Infant/Toddler Development	<ul style="list-style-type: none"> <li>- Infant/Toddler Development: Overview, 0-3, 3-6, 6-9, 9-12, 12-18, 18-24, 24-36 mos.</li> <li>- How Caregivers Can Nurture Infant &amp; Toddler Development</li> </ul>
Course 2: Relationships as the Context for Development	<ul style="list-style-type: none"> <li>- The Centrality of Relationships in Development</li> <li>- Major Theories of Relationship Development</li> <li>- Key Relationships for Infants &amp; Toddlers</li> <li>- Relationship-Based Practice</li> </ul>
Course 3: Infant/Toddler Screening, Assessment, and Individualization	<ul style="list-style-type: none"> <li>- The Importance of Observation, Screening and Ongoing Assessment</li> <li>- Engaging Families in Screening and Ongoing Assessment</li> <li>- Understanding and Responding to Results: Red Flags and Referrals</li> </ul>

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## RI's Long-Range Goal

- To employ best practices and extend learning opportunities for front-line providers who have completed the online courses.
  - Promote access for providers to work with consultants trained in the NITCCI Infant & Toddler Consultant modules
  - Facilitate providers' engagement in learning by utilization of activities within the caregiving environment (home-based and center-based)
  - Guide providers' application and elaboration of the content and principles

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## RI Next Steps

1. Stakeholders' meeting:
  - Provide final feedback on the course content and design
  - Promote coordination of professional development efforts
2. Pilot the courses
  - Anticipated release of September 2011
3. Support expertise of higher education!

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## Reflection 2

Take a moment to reflect on how the modules have been adapted to enhance caregiver learning and how you might take advantage of this resource. Jot down a phrase or two to record your thoughts.

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## LULAC Early Head Start

Program Implementation:

- Select team of program managers
  - all content areas and program consultants
- Define their role when attending training
- Select a group leader

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## LULAC Early Head Start

### Program Implementation:

- Participate in the Infant and Toddler Modules Training
- After each module training has a reflection meeting
- Select one of two objectives learned to begin the implementation in the program

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## LULAC Early Head Start

### Program Implementation:

- Participate in the Infant and Toddler Modules Training
- Reflection meetings after each
- Select one objective to implement in the program

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## LULAC Early Head Start

### Program Implementation:

- Observation to assess classroom practice
- Develop a plan, workshop, technical assistance session for staff to address their needs
- Allow time for implementation, role model
- Follow up with staff: acknowledge their progress

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## LULAC Early Head Start

### Program Implementation:

- Observe & assess classroom practice
- Develop a plan to address staff needs
- Allow time for implementation,
  - Role model
- Follow up with staff
  - Acknowledge progress

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## Reflection 3

Take a moment to reflect on how the modules were used by a local Early Head Start program and ideas you may have about your own program. Jot down a phrase or two to record your thoughts.

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## Resources and Implementation: Child Care

- Consultants
- Disciplines
- Multi/Inter/Trans-Disciplinary
- A Network



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**RESOURCES**

The screenshot shows the ECLIC website interface. The left-hand navigation menu includes categories such as 'School and Program Requirements', 'Early Head Start National Resource Center', 'Parents, Families, and Community Engagement', 'Program Management and Field Operations', and 'Quality Teaching and Learning'. A blue arrow points to the 'Quality Teaching and Learning' link. The main content area features a large header image with a house icon and the title 'Quality Teaching and Learning'. Below this, there are several sections: 'What is the Early Head Start Quality Teaching and Learning Initiative?', 'Key Messages', 'Quality Teaching and Learning: A Framework for Program Development', 'Quality Teaching and Learning: A Framework for Program Development', 'Quality Teaching and Learning: A Framework for Program Development', and 'Quality Teaching and Learning: A Framework for Program Development'.

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**Reflection to Action**

- Using your three reflections on the modules and their application, take a moment to record an action or two that you will take upon returning to your program
- Share your Action Plan with another person, or two, or three.....

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**Questions**

**Evaluations**

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## Contact Information

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**Magdalena Rosales-Alban** [magdalenar@lulacheadstart.org](mailto:magdalenar@lulacheadstart.org)

**Grace Whitney** [grace.whitney@ct.gov](mailto:grace.whitney@ct.gov)

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# 15<sup>th</sup> Annual BIRTH TO THREE INSTITUTE

*Session D-13: Infant Toddler Modules Project – Enhancing Quality in Programs Serving Infants, Toddlers, and Families*

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## REFLECTING ON ATTACHMENT

### Activity

For the caregiver, the notion that the relationship they have with a baby in their care has such importance can cause many different thoughts and emotions that have real implications for the baby and development.

With a partner, discuss what responses might the following points “stir up” in caregivers?

- *“First and foremost, attachment theory emphasize[s] the importance of both continuity and sensitive responsivity in caregiving relationships....” (Rutter & O’connor, 1999)*
- *“...relationships are the organizing focus of all early development” (Kalmanson & Seligman, 1992)*
- *“Virtually all infants develop close emotional bonds, or attachments, to those who regularly care for them in the early years of life.” (National Research Council, 2000, p. 230).*
- *“Infants and toddlers in child care form attachment relationships with their nonparental caregivers.” (Howes, 1998).*

How might you [as Consultant, Coach, Mentor...] be prepared to support any emotional conflict the caregiver may feel?

Share with the larger group.

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## REFLECTIONS and ACTION PLAN

Reflection 1	Reflection 2	Reflection 3
Action Plan		