

Head Start and Early Head Start ORIENTATION

- Child Development
 - Mental Health
 - Disabilities

Policy and Procedure

Policies and Procedures

Developed in accordance with the rules and regulations we must follow

Policies and Procedures

Set forth by DCFS, U.S. Dept. of Health and Human Services and Performance Standards

Policies and Procedures

Adopted by our Board of Directors and Parent Policy Council



CHILD DEVELOPMENT

Birth (prenatal)-Five Approach

- ▶ In order to support children's success in school and in life, RWCFS will provide continuous and coordinated programming for children and families participating in Head Start/Early Head Start
- ▶ The Foundation of school readiness begins before birth.
- ▶ Through research-based curriculum and developmentally appropriate best practices RWCFS will provide programming that will support children gaining the skills and confidence they need to succeed in their present and future learning environments including home school and community.
- ▶ RWCFS recognizes and supports parents in their understanding of their role as their child's first and most important teacher.



CHILD DEVELOPMENT

Educational Philosophy

Teaching will be intentional and focused on how children learn and grow

- Young children learn most effectively when they learn through play
- Young children are curious and creative
- Young children are expressive and receptive
- Young children are social

Every child has diverse strengths rooted in their family's culture, background, language, and beliefs

- Families should be respected and supported as their child's first and most important teacher
- Responsive and respectful learning environments welcome children from diverse cultural and linguistic backgrounds

Children Learn Best when they are emotionally and physically safe and secure

- Nurturing, responsive, and consistent care helps create safe environments where children feel secure and valued
- Discipline will focus on the positive and emphasize teaching replacement skills and self-regulation



CHILD DEVELOPMENT

Birth-Five Readiness Goals for School Success

- ▶ RWCFS goals, Including the Five Critical Domains of Learning and in Partnership with Family Engagement, were developed in order to promote children's growth in the following areas:
 - ▶ Approaches to learning
 - ▶ Health and Physical Development
 - ▶ Social/Emotional Development
 - ▶ Language Development and Communication (including Dual Language Learning)
 - ▶ Cognitive Development



CHILD DEVELOPMENT

Individualized Programming Will Launch Children on to a Path of Lifelong Learning

The program will:

- ▶ Be developmentally and linguistically appropriate
- ▶ Inclusive of children with disabilities
- ▶ Provide an environment of acceptance
- ▶ Provide support for Dual Language Learners
- ▶ Ensure that children have balanced learning opportunities

*Note: An Individual Support Plan (ISP) is developed anytime a modification is made to programming for one child that is not made for all.



Foundation

Relationship based Program for
Infant/Toddler Caregivers
(PITC)

- Primary care
- Small groups
- Continuity of care
- Individualized care
- Culturally responsive care
- Inclusive care

Home Based

Florida State University
“Partners for a Healthy Baby”

- Two-generational
- Incorporates topics related to:
 - Family Health and Safety
 - Preparing/Caring for Baby
 - Baby’s Development

Center Based

Creative Curriculum for
Infants, Toddlers and Two’s

- Positive adult/child relationships
- Best Practice when responding to needs
- Individualized responses
- Safe and Healthy environments
- Environments and experiences that support exploration

CHILD DEVELOPMENT Early Head Start Curriculum



CHILD DEVELOPMENT

Head Start Curriculum

Foundation Creative Curriculum

- Based on
 - Theory
 - Research

5 Central Components of teaching preschool children effectively

- How children develop and learn
- The learning environment
- What children learn
- Caring and teaching
- Partnering with families

The 5 Components form a framework that is applied to the interest areas

- Blocks
- Dramatic Play
- Toys and Games
- Art
- Library
- Discovery
- Sand & Water
- Music & Movement
- Cooking
- Computers
- Outdoors



CHILD DEVELOPMENT

Screening/Observation/Assessment/Outcomes

Screening

- ASQ - Is a screening tool that looks at how infants and young children are developing
- ASQ-SE - Is a screening tool that looks at infants and young children's social and emotional development

Observation & Assessment

- Staff will document observations in the Teaching Strategies Gold (TSGold) on-line assessment system
- Staff also develop portfolios of children's work
- Based on the observations that are entered and the checkpoints that are set we can measure progress.

Outcomes

- The TSGold system will compile and analyze outcome data to assist staff in individualizing programming for children.
- The outcome data will help managers to identify strengths and weaknesses in programming and how/where changes may be made to improve programming
- It will also help identify training needs.



CHILD DEVELOPMENT

Learning Environment

- ▶ RWCFS Staff will provide and maintain well-planned environments where children are able to...
 - ▶ Be safe
 - ▶ Take risks
 - ▶ Explore
 - ▶ Learn
- ▶ Daily schedules will include
 - ▶ A balance of active and quiet activities
 - ▶ Choice time
 - ▶ Vigorous physical activity
 - ▶ Read aloud time
 - ▶ Intentional teaching time in large and small groups



CHILD DEVELOPMENT

Teaching Environment

- ▶ RWCFS Staff will provide quality interactions and learning experiences for children for the entire class/socialization time
 - ▶ Staff will provide quality interactions at the child's level
 - ▶ Staff will support children in the interest areas
 - ▶ Staff members will respond sensitively to each child's cues
 - ▶ Adult language and conversation will not take place in front of children
 - ▶ Cell phones are not permitted
 - ▶ Staff will utilize meal, bathroom, large motor and bus times as opportunities for learning
 - ▶ Staff will serve as positive role models for volunteers



Teacher- Child Interactions



The interactions between a teacher and a child are vital to a child's learning and development. Research and theory indicates that these interactions in early childhood classrooms, along with overall learning environment, is foundational to learning. For Head Start, the quality of teacher/child interactions is assessed using the Classroom Assessment Scoring System (CLASS). For Early Head Start, the quality of teacher/child interactions is assessed using Quality of Care for Infants and Toddlers (QCIT).



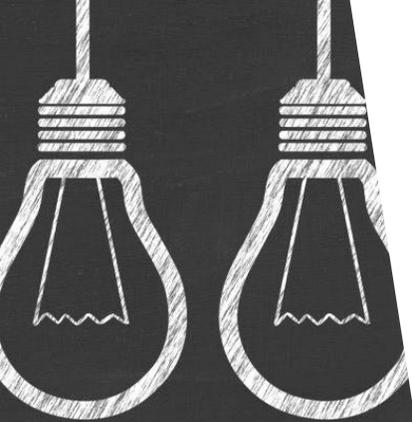
RWCFS uses CLASS and QCIT observation and feedback to promote staff growth and development of quality child interactions. In Head Start, CLASS observation and feedback also prepares teachers for the federal monitoring process. ACF will conduct observations to identify areas of strength and for improvement using the CLASS: Pre-K instrument



More About CLASS-Head Start

- ▶ CLASS assesses three domains of classroom experience: Emotional Support, Classroom Organization, and Instructional Support.
 - ▶ Emotional Support measures children's social and emotional functioning in the classroom, and includes four dimensions: Positive Climate, Negative Climate, Teacher Sensitivity and Regard for Student Perspectives.
 - ▶ Classroom Organization measures a broad array of classroom processes related to the organization and management of children's behavior, time, and attention in the classroom. It includes three dimensions: Behavior Management, Productivity, and Instructional Learning Formats.
 - ▶ Instructional Support measures the ways in which teachers implement curriculum to effectively support cognitive and language development. It includes three dimensions: Concept Development, Quality of Feedback, and Language Modeling.





More About QCIT- Early Head Start

- ▶ *The QCIT assesses the average experience of children across caregivers in a classroom.*
- ▶ A minimum of two hours is required to observe and collect enough data for the tool.
- ▶ The observer will be taking notes and rating throughout the 2 hours.
- ▶ The Instructional Coach or Site Team Leader will meet with the staff to reflect on the observation.
- ▶ The QCIT measures the following:
 - ▶ Social emotional development
 - ▶ Cognitive development
 - ▶ Language/literacy development
 - ▶ Areas of concern



STANDARDS OF CONDUCT - Employees will...

- respect and promote the unique identity of each child and family.
- comply with program confidentiality policies concerning personally identifiable information about children, families, and other staff.
- be kind and keep children safe.



STANDARDS OF CONDUCT - Employees will not ...

- allow any child to be left alone or unsupervised when a child is in their care.
- stereotype on any basis, including, gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition.
- intentionally harm children, maltreat or endanger the health or safety of children including that staff do not:
 - (A) Use corporal punishment;
 - (B) Use isolation to discipline a child;
 - (C) Bind or tie a child to restrict movement or tape a child's mouth;
 - (D) Use or withhold food as a punishment or reward;
 - (E) Use toilet learning/training methods that punish, demean, or humiliate a child;
 - (F) Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child;
 - (G) Physically abuse a child;
 - (H) Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family; or,
 - (I) Use physical activity or outdoor time as a punishment or reward;



CHILD DEVELOPMENT

Positive Child Guidance

- ▶ RWCFS Positive Guidance Approach
 - ▶ RWCFS will implement positive strategies to support children's well-being and prevent and address challenging behavior. RWCFS will work in partnership with primary caregivers and the community to carry out this goal in healthy, nurturing, and responsive settings with full respect for the uniqueness of each child.
 - ▶ We are committed to making each child's participation as successful, rich, and meaningful as possible, and to helping them self-regulate their own emotions and behaviors.
 - ▶ The formal curricula used to support the growth of children's social/emotional development and wellness will be Second Step for Head Start and Baby Doll Circle Time or Partners for a Healthy Baby for Early Head Start.
 - ▶ Staff will use the strategies in the Positive Guidance Handbook. The handbook identifies acceptable, prevent, teach, and reinforce strategies and safety approaches with information on many specific techniques to be used in HS/EHS classrooms.



CHILD DEVELOPMENT Working Environment

- ▶ Staff will purposely use communication to:
 - Ensure consistency.
 - Share information.
 - Maintain a sense of teamwork.

*What you say and
how you say it
are both important!*



MENTAL HEALTH WELLNESS

Head Start and Early Head Start promote mental and social emotional health and wellness for children, families and staff

Mental Health Consultant services include:

- Observations
 - General Classroom
 - Individual Child
- Recommendations
- Support development of ISP's
- Consultations with parents/guardians
- Training
- Work with staff and/or parents/guardians to complete further screenings



CHILD DEVELOPMENT Safety

- ▶ Safety Policies and Procedures
 - ▶ Active Supervision (S-12)
 - ▶ Name to Face - Child Tracking(S-16)
 - ▶ Notification to parents regarding child absence (ERS-3)
 - ▶ Ratio (S-9)
 - ▶ Appropriate and Safe Release of Children (S-14)



DISABILITIES

- ▶ RWCFS believes all children are special.
- ▶ Head Start/Early Head Start opens its doors to children with disabilities.
- ▶ We partner with Local School Districts (LEA) and Birth to Three.
- ▶ HS/EHS classrooms are considered the least restrictive environment for serving students.
- ▶ Staff will assist parents/guardians in understanding their options, rights and responsibilities related to special education or related services.
- ▶ We will work with parents/guardians to help children grow and develop to their fullest potential.

