

This guide provides information about the contents of the slide contents and background information for presenters.

Estimated time to present this module is just over 3 hours.

Some activities require self-reflection and discussion of potentially sensitive topics. Reading the slides, notes, discussion topics, and activities ahead of time will help prepare the instructor to present topics more fully and to anticipate areas that may require more guidance.

References throughout the presenter notes and in this module's accompanying resource list can also help instructors prepare to present this module.

The presenter may want to download the included videos in advance of the presentation to have them ready for viewing.

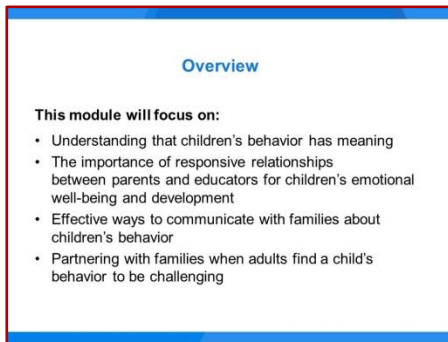
It is recommended that presenters be familiar with the Parent, Family, and Community Engagement Framework and complementary materials developed by the Office of Head Start's National Center on Parent, Family, and Community Engagement on the Early Childhood Learning and Knowledge Center website: <https://eclkc.ohs.acf.hhs.gov/family-engagement>.



## SLIDE 1 Family Engagement in Early Care and Education: Understanding Children's Behavior as Communication

This module focuses on ways that early childhood educators can partner with families to understand and respond to children's behavior as communication. This module is for educators working with children from birth to age 5.

Begin by sharing background information about yourself. Then provide an opportunity for participants to introduce themselves.



## SLIDE 2 Overview

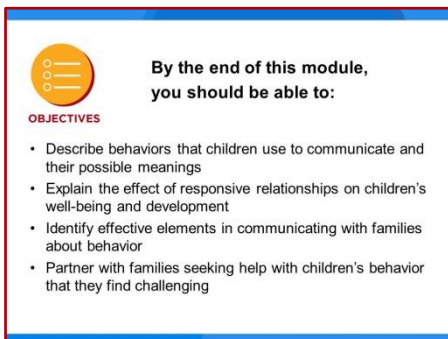
This module will focus on:

- Understanding that children's behavior has meaning
- The importance of responsive relationships between parents and educators for children's emotional well-being and development
- Effective ways to communicate with families about children's behavior
- Partnering with families when adults find a child's behavior to be challenging

The terms *parent* and *family* can be defined this way:

Parents can be biological, adoptive, or step-parents, as well as primary caregivers such as grandparents, foster parents, and other adult family members.

Families may be biological or non-biological. Their connections may include cultures, languages, traditions, and shared experiences.



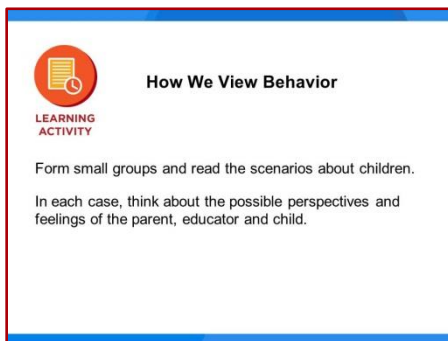
## SLIDE 3 Objectives

- By the end of this module, participants should be able to:
- Describe behavior that young children may use to communicate and its possible meanings.

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- Explain the effect of responsive relationships on children's well-being and development
- Identify effective elements in communicating with families about behavior
- Partner with families seeking help with behavior that family members find challenging



**How We View Behavior**

LEARNING ACTIVITY

Form small groups and read the scenarios about children.

In each case, think about the possible perspectives and feelings of the parent, educator and child.

## SLIDE 4 Learning Activity: How We View Behavior

**Materials:** *How We View Behavior* handout, flip chart paper, pens

Ask participants to form small groups and read the brief descriptions about children and their specific behaviors. Invite participants to think about the possible perspectives of parents, educators, and the children themselves. Participants can write down their group's thoughts about each situation.

Afterward, bring the groups together and ask representatives from each small group to share their ideas. With participants, note patterns and differences.

Participants may have a range of ideas. Here are some possibilities:

- Maria

A **parent** may feel excited about the child reaching this big milestone but may be tired from lack of sleep. The extra care required to watch a child who is now moving more and able to reach new objects may be exhausting.

An **educator** may feel excited for Maria but watchful for new safety issues, such as the child falling on hard surfaces and reaching new objects.

The **child** may feel excited but frustrated if she falls. She may also be tired from lack of sleep.

- Joshua

A **parent** may feel scared that Joshua is climbing and standing on objects, or angry that the child did not follow the rule about not climbing on chairs. A parent may feel proud of Joshua's climbing and problem-solving ability.

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The **child** may feel excited about the new skill. Depending on what he has experienced before, Joshua may also be anxious about facing the negative emotions from adults about climbing on the chair; or pleased to show the adults around him.

- **Fatima**

A **parent** may feel embarrassed that the child did not follow the rules or that the child experienced such intense emotions. A parent could also feel empathy and believe the child will put on the helmet when she is ready. A parent may also feel worried about the child's ability to regulate strong emotions.

An **educator** may feel frustrated that the child did not follow a clear rule or stressed that she is disrupting other children's playtime outside. An educator could also feel empathy about Fatima's need to adjust to wearing a helmet.

The **child** may feel frustrated about the need to wear a helmet. She may feel scared to put on the helmet.



## SLIDE 5 Understanding the Meaning of Children's behavior

This section will discuss typical behaviors of young children at different ages and their possible meanings.



## SLIDE 6 Behavior as Communication

Young children communicate their needs and wants through behaviors, or *cues*. For instance, an older infant who has been happily eating cereal pieces may start to throw them on the floor.

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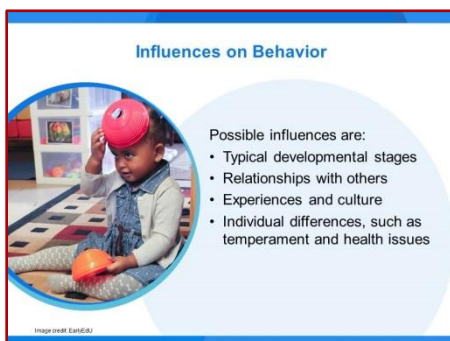
The father may notice this and decide the child does not want to eat any more.

Since families know their children best, educators can ask families about their children's behaviors and what they notice at home. Discussing meaning together can help both consider the best ways to respond to the child's behavior.

## REFERENCES

Center on the Social and Emotional Foundations for Early Learning. (n.d.). *Understanding your child's behavior: Reading your child's cues from birth to age 2*. Retrieved from [http://csefel.vanderbilt.edu/documents/reading\\_cues.pdf](http://csefel.vanderbilt.edu/documents/reading_cues.pdf)

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Parent involvement and family engagement: For early childhood professionals*. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/parent-involvement-family-engagement-for-professionals.pdf>



## SLIDE 7 Influences on Behavior

Children's development and behavior can vary, depending on many influences. Each new stage of development produces changes in behavior and relationships and requires that families and early childhood educators adapt and change, as well.

Essential elements in understanding and responding to young children's behavior and communication include:

- Typical developmental stages
- Relationships with others
- Experiences and culture
- Individual differences, such as temperament and health issues

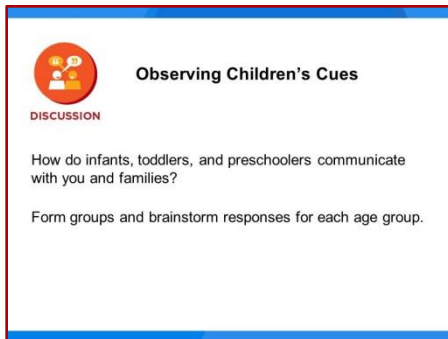
Some influences are external, such as the birth of a sibling or a recent move. Others factors are internal, like hunger or emotions.

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## REFERENCE

Center for Inclusive Child Care. (2011). *Tip sheets: Factors that influence behavior*. Retrieved from <https://www.inclusivechildcare.org/sites/default/files/tipsheets/documents/factors-that-influence-behavior-tip-sheet.pdf>



## SLIDE 8 Discussion: Observing Children's Cues

**Materials:** Flip chart and marker

Prepare chart paper with the headings Infant, Toddler, Preschooler and divide into groups. Each group should consider one of the developmental stages.

Ask participants to consider the following question for each age group: What are the ways that infants, toddlers, and preschoolers communicate with educators and families?

Some prompts to guide participants in answering the above question are:

- How do infants, toddlers, and preschool-age children express how they are feeling?
- How do they indicate that they want to keep playing or are ready to stop a particular activity or experience?

Provide each group 4 to 5 minutes to write responses. Ask participants to rotate to the next age group. (The infant group will move to the toddler group, the toddler group will move to the preschooler group, and the preschooler group will move to the infant group, etc.) Groups should rotate twice to cover all three age groups.

Explore responses with participants. Point out trends and patterns.



## SLIDE 9

### Ways That Infants Communicate

Infants use their whole body to communicate. They use gestures and other body movements, facial expressions, and sounds.

The actions listed below represent just some of the ways that children communicate during their first year of life:

- Smile
- Cry
- Gaze
- Reach
- Wave arms
- Turn away
- Arch back, stiffen body
- Kick their feet

Ask participants what they think children's earliest communications are, what they look like and what they mean, and how children's communications change as they get older.

You can share the developmental milestones sheets on the Centers for Disease Control and Prevention's website if participants need help identifying what infants' first communication methods are and how those change as children grow.

### REFERENCES

Center on the Social and Emotional Foundations for Early Learning. (n.d.). *Understanding your child's behavior: Reading your child's cues from birth to age 2*. Retrieved from [http://csefel.vanderbilt.edu/documents/reading\\_cues.pdf](http://csefel.vanderbilt.edu/documents/reading_cues.pdf)

U.S. Department of Health and Human Services, Centers for Disease Control and Prevention. (n.d.). *Developmental milestones*. Retrieved from <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>

Zero to Three. (2016, February 25). *How to support your child's communication skills*. Retrieved from <https://www.zerotothree.org/resources/302-how-to-support-your-child-s-communication-skills>



## SLIDE 10 Ways That Toddlers Communicate

Some of the ways that toddlers communicate include:

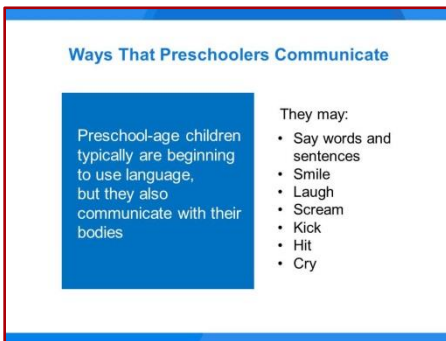
- say words
- use facial expressions
- squeal
- walk, run and climb

Ask participants to share what they think the facial expression of the toddler in the photo means.

### REFERENCES

Center on the Social and Emotional Foundations for Early Learning. (n.d.). *Understanding your child's behavior: Reading your child's cues from birth to age 2*. Retrieved from [http://csefel.vanderbilt.edu/documents/reading\\_cues.pdf](http://csefel.vanderbilt.edu/documents/reading_cues.pdf)

Zero to Three. (2016, February 25). *How to support your child's communication skills*. Retrieved from <https://www.zerotothree.org/resources/302-how-to-support-your-child-s-communication-skills>



## SLIDE 11 Ways That Preschoolers Communicate

Preschool-age children are usually beginning to use language to communicate ideas to others and to experiment with new words. In the process of developing their language skills, they may:

- Name familiar items
- Use pronouns
- Say two or three sentences in a conversation
- Say their name and their friends' names
- Tell simple stories

They may also still rely on non-verbal ways of communicating. They might:

- Smile
- Laugh
- Scream
- Kick
- Hit
- Cry

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Ask participants to share additional examples of ways that preschool-age children communicate.

## REFERENCES

PBS Parents. Talking with kids—Preschoolers: Ages 2–5.

Retrieved from

[http://www.pbs.org/parents/talkingwithkids/agebyage\\_3.html](http://www.pbs.org/parents/talkingwithkids/agebyage_3.html)

U.S. Department of Health and Human Services, Centers for Disease Control and Prevention. (n.d.). *Developmental milestones*.

Retrieved from

<https://www.cdc.gov/ncbddd/actearly/milestones/index.html>



## SLIDE 12 Expressing Emotions

Beginning at birth, children quickly develop their abilities to experience and express their feelings as well as their ability to manage them.

Infants cry because it is one of their earliest forms of communication, and it helps them get their parents' attention. By 6 to 8 weeks of age, at least 25 percent of infants cry more than 2 and a half hours a day.

Young children, especially before they have language skills, may express emotions, especially intense ones, by crying or becoming physically out of control. The part of the brain that is in charge of self-control develops slowly. Thus, toddlers often have feelings then act on them. This is a sign that they are having difficulty coping with the feelings that they are experiencing.

Self-regulation can be compared to a thermostat that measures and senses temperature, then turns the heating or cooling system on or off when temperatures flare or dip. Children must gather information with their senses and translate their experiences into information they can use to regulate thoughts, emotions, and actions. This is a complex skill that requires practice.

## REFERENCES

Florez, I. R. (2011, July). Developing young children's self-regulation through everyday experiences. *Young Children*, 66(4), 46–51.

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National Scientific Council on the Developing Child. (2004). *Children's emotional development is built into the architecture of their brains*. Retrieved from <http://developingchild.harvard.edu/wp-content/uploads/2004/04/Childrens-Emotional-Development-Is-Built-into-the-Architecture-of-Their-Brains.pdf>

Zero to Three. (n.d.). *Challenging behaviors*. Retrieved from <https://www.zerotothree.org/espanol/challenging-behaviors>

Zero to Three. (2016, February 24). *Coping with crying in babies and toddlers* [Podcast]. Retrieved from <https://www.zerotothree.org/resources/272-coping-with-crying-in-babies-and-toddlers>

A slide titled "What Could This Behavior Mean?" with a red border. It features a red circular icon with three white figures and the word "DISCUSSION" in red. Below the icon is a list of four behaviors: "A young infant arching their back", "A mobile infant pulling a peer's hair", "A young toddler holding onto their mother's leg", and "A preschooler throwing a toy".

**What Could This Behavior Mean?**

DISCUSSION

- A young infant arching their back
- A mobile infant pulling a peer's hair
- A young toddler holding onto their mother's leg
- A preschooler throwing a toy

## SLIDE 13

### Discussion: What Could This Behavior Mean?

The meaning of these behaviors varies, depending on factors such as the child's age, temperament, relationships, and experiences. In addition, adults may interpret these behaviors differently.

Participants may respond that:

- A young infant arching her back can mean she is uncomfortable or trying to move.
- A mobile infant pulling a peer's hair may demonstrate their curiosity about it or their attempt to interact with a person.
- A young toddler holding onto his mother's leg may mean he is nervous and wants to stay near his mother or seek reassurance.
- A preschooler throwing a toy can mean she is angry that she needs to stop playing with it or frustrated that the toy is not working the way she expected.

Ask participants to share other ideas they have about what young children may be trying to communicate.

Observing and recognizing the behavior of young children is a first step in understanding the behavior and building relationships with children. As children grow older, they develop different skills and

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are able to use new behaviors for communicating. For example, an infant may cry urgently when hungry, while 2-year-olds might be able to say they are hungry but wait a few minutes and even help set the table while waiting.

Each new stage of development creates changes in behaviors that children use to communicate in their relationships with others.

#### Looking for Clues

- When you observe children's behavior, look for clues that indicate what it means
- Sometimes the behavior's meaning is clear, such as when a child smiles at someone. Other times, you may need to guess
- Over time, you can learn what a particular child's communication means

### SLIDE 14

#### Looking for Clues

Educators and parents can observe children's behavior and look for clues about what it means. Since families know their children best, early childhood educators can ask families about their children's behaviors and what they notice at home.

Sometimes, the behavior's meaning is clear to adults. Other times, educators and parents need to try different responses and watch the child's reactions.

Over time, adults will likely improve in responding effectively to a particular child's communications.

#### REFERENCE

Center on the Social and Emotional Foundations for Early Learning. (n.d.). *Understanding your child's behavior: Reading your child's cues from birth to age 2*. Retrieved from [http://csefel.vanderbilt.edu/documents/reading\\_cues.pdf](http://csefel.vanderbilt.edu/documents/reading_cues.pdf)

#### Talking About What Behavior Means

Conversations with parents about children's behavior are important so that everyone:

- Knows what a child is doing in home and early learning environments, and with different adults
- Can discuss the meaning of behavior and best responses to support the child

### SLIDE 15

#### Talking About What Behavior Means

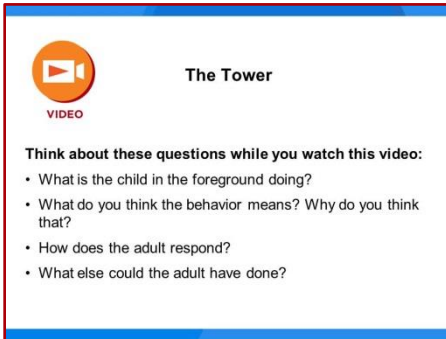
Since parents and educators can interpret behavior differently, conversations with parents about the meaning of behavior can be important to ensure that everyone is acting with the same understanding to best support the child.

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Ask participants to share examples of times when a conversation with a parent led to new insight about the meaning of a child's behavior.

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**The Tower**

VIDEO

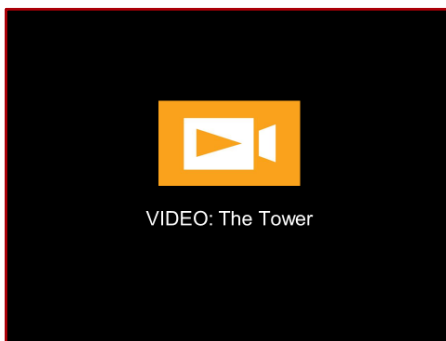
Think about these questions while you watch this video:

- What is the child in the foreground doing?
- What do you think the behavior means? Why do you think that?
- How does the adult respond?
- What else could the adult have done?

## SLIDE 16 The Tower

Ask participants to consider these questions while watching the video linked to the next slide:

- What is the child in the foreground doing?
- What do you think the behavior means?
- Why do you think that?
- How does the adult respond?
- What else could the adult have done?



VIDEO: The Tower

## SLIDE 17 Video: The Tower

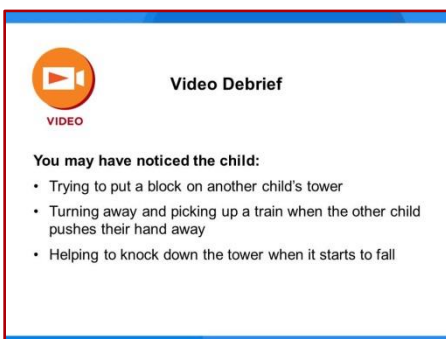
Click the icon to access the video, *The Tower*.

**Note:** The PowerPoint presentation must be in Slide Show mode to link to the video.

### REFERENCE

EarlyEdU. (2016). *The Tower* [Video file]. Retrieved from <https://eclkc.ohs.acf.hhs.gov/video/tower>

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**Video Debrief**

VIDEO

You may have noticed the child:

- Trying to put a block on another child's tower
- Turning away and picking up a train when the other child pushes their hand away
- Helping to knock down the tower when it starts to fall

## SLIDE 18 Video Debrief

This slide is animated so that participants can share their ideas before seeing the ones on the slide.

Participants may share that they saw the child:

- Trying to put a block on another child's tower.

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- Turning away and picking up a train when the other child pushes her hand away.
- Helping to knock down the tower when it starts to fall.

Participants may indicate that the child's behavior means that she are trying to join in the play of another child, who appears to be older.

The adult is helping an infant stand and responds when an older child says that the infant may knock over the tower. The adult looks at the older child when he cries out after the tower falls and lunges at the younger child who was helping knock it down. The older child becomes distracted when the group starts talking about the infant sitting in someone's lap.

The adult could respond to the younger child's communication by asking the child if she would like to build a tower, then helping that child to build her own tower, or asking the older child to build a tower with the younger one.



## SLIDE 19 Resources

This article offers information for families and early childhood educators about recognizing and responding to young children's cues and behaviors. It and is one of many useful resources available through the Center on the Social and Emotional Foundations for Early Learning (CSEFEL).

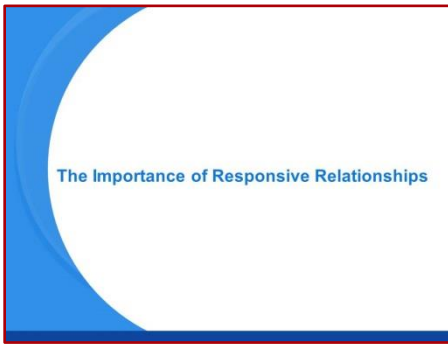
CSEFEL is focused on promoting the social-emotional development and school readiness of young children birth to age 5. It is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.

Further resources can be found on the website:

<http://csefel.vanderbilt.edu/>

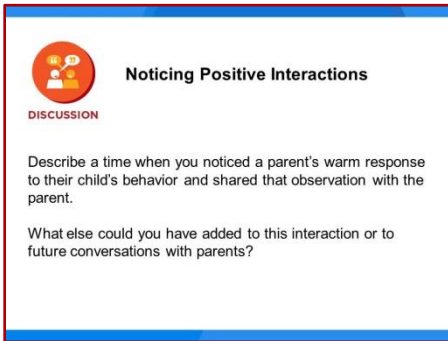
## REFERENCE

Center on the Social and Emotional Foundations for Early Learning. (n.d.). *Understanding your child's behavior: Reading your child's cues from birth to age 2*. Retrieved from [http://csefel.vanderbilt.edu/documents/reading\\_cues.pdf](http://csefel.vanderbilt.edu/documents/reading_cues.pdf)



## SLIDE 20 The Importance of Responsive Relationships

This section focuses on the importance of building strong relationships; between educators and families, and between parents and children, to support children's well-being and development through responsive interactions.



## SLIDE 21 Discussion: Noticing Positive Interactions

Ask participants to describe a time that they noticed a parent's warm response to his or her child's behavior and shared that observation with the parent. Invite participants to discuss what else they would have liked to add to that conversation or what they would like to share with parents in the future.



## SLIDE 22 Strong Partnerships with Parents

When educators have strong relationships with families, built on positive interactions over time, these relationships can lead to close parent-child relationships, which are a key predictor of children's healthy development and school success.

### REFERENCE

U. S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Building partnerships: Guide to developing relationships with families*. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/building-partnerships-developing-relationships-families.pdf>

## SLIDE 23 Supporting Parents and Children

### Supporting Parents and Children

- Notice and describe parents' positive and responsive interactions with their children
- Listen for times when families need help in responding to children, and provide modeling, information, and resources to match the family's needs

Notice when parents are interacting with their children in positive and responsive ways and share these observations with the parents. These shared observations can help parents feel confident in their parenting, identify their strengths as parents, and recognize when they are experiencing enjoyable interactions with their children.

Listen for times when families need help in responding to children; and provide modeling, information, and resources that match the family's needs. Sometimes a child's temperament, illness, behavior, or disability can be challenging for parents as well as educators.

### REFERENCE

Wittmer, D. (n.d.). *Attachment: What works?* Center on the Social and Emotional Foundations for Early Learning. Retrieved from <http://csefel.vanderbilt.edu/resources/wwb/wwb24.html>



## SLIDE 24 Children Grow in Relationships

Children grow and learn in the context of ongoing supportive and reliable relationships with parents and other caregivers.

Children's secure attachment with key adults in their lives creates a sense of security and safety. This helps children manage strong emotions and develop their identity as people who are competent in relationships.

Attachment security impacts children's current and long-term behavior. Through attachment, children learn how to interact with others, communicate effectively, cooperate, and negotiate. Children's behavior can indicate whether children are experiencing secure or insecure attachments.

### REFERENCE

Wittmer, D. (n.d.). *Attachment: What works?* Center on the Social and Emotional Foundations for Early Learning. Retrieved from <http://csefel.vanderbilt.edu/resources/wwb/wwb24.html>



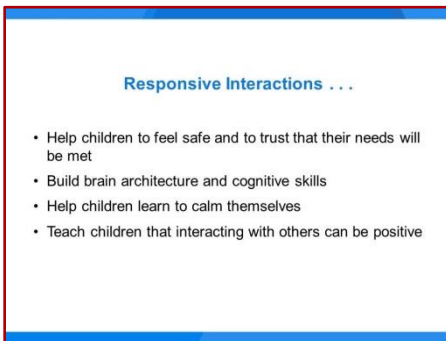


## SLIDE 25 Responsive Care

Responsive care of young children requires paying attention to, accurately observing, and responding to their cues. When adults take the time to understand children's unique cues, children feel that they are important and loved.

### REFERENCE

Center on the Social and Emotional Foundations for Early Learning. (n.d.). *Understanding your child's behavior: Reading your child's cues from birth to age 2*. Retrieved from [http://csefel.vanderbilt.edu/documents/reading\\_cues.pdf](http://csefel.vanderbilt.edu/documents/reading_cues.pdf)



## SLIDE 26 Responsive Interactions . . .

- Help children to feel safe and to trust that their needs will be met. With this feeling of security, children can direct their energies toward learning new skills and building relationships with others.
- Build children's brain architecture and cognitive skills. Children's emotional behavior matures with increasing connection between brain circuits. Young children's interactions with adults helps to build these connections.
- Help children learn to calm themselves. With adult help, children can begin to learn to manage strong emotions.
- Teach children that interacting with others can be positive. Children learn that they can experience loving and intimate relationships with others and still feel safe.

### REFERENCES

National Scientific Council on the Developing Child. (2004). *Children's emotional development is built into the architecture of their brains*. Retrieved from <http://developingchild.harvard.edu/wp-content/uploads/2004/04/Childrens-Emotional-Development-Is-Built-into-the-Architecture-of-Their-Brains.pdf>

Wittmer, D. (n.d.). *Attachment: What works?* Center on the Social and Emotional Foundations for Early Learning. Retrieved from <http://csefel.vanderbilt.edu/resources/wwb/wwb24.html>





**Reading Together**

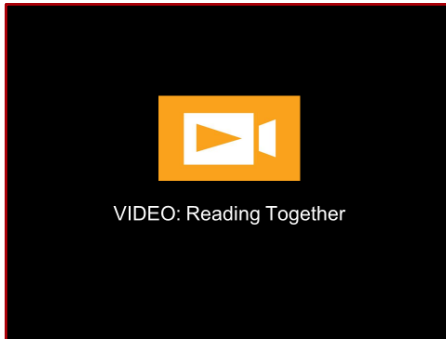
Watch the upcoming video and think about:

- What does this mother do to build a relationship with her child?
- How does she respond to the child's communications?

## SLIDE 27 Reading Together

Ask participants to think about these questions as they watch the video linked to the next slide:

- What does this mother do to build a relationship with her child?
- How does she respond to the child's communications?



VIDEO: Reading Together

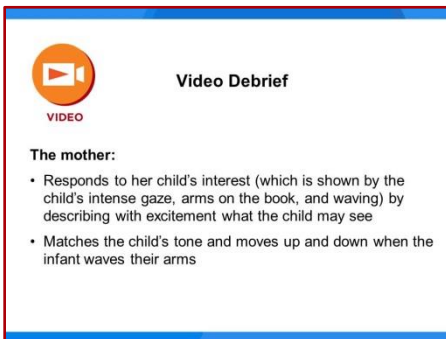
## SLIDE 28 VIDEO: Reading Together

Click the icon to access the video *Reading Together*.

**Note:** The PowerPoint presentation must be in Slide Show mode to link to the video.

### REFERENCE

EarlyEdU. (2015). *Reading together* [Video file]. Retrieved from <https://eclkc.ohs.acf.hhs.gov/video/reading-together>



**Video Debrief**

The mother:

- Responds to her child's interest (which is shown by the child's intense gaze, arms on the book, and waving) by describing with excitement what the child may see
- Matches the child's tone and moves up and down when the infant waves their arms

## SLIDE 29 Video Debrief

This slide is animated so that participants can share their responses before possible answers appear on the slide.

Participants may respond that they saw the mother:

- Respond to her child's interest in the book—which the child demonstrates by her intense gaze, arms on the book, and waving—by describing with excitement what the child was seeing.
- Match the child's tone and move up and down when the child waved.

In addition, the mother:

- Answered the child and repeated what she thinks the infant was saying.
- Stated what the child was doing: "You want to get up close."
- Responded to the child's leaning on the book by supporting the child in standing up.

- Labeled the child's frustration when the child began making unhappy sounds after trying to stand up.
- Moved the child to her lap to help the infant stand up better when the child was ready to try again.
- Physically supported the child when the child began to push up again to stand.

#### Responding to Infants and Toddlers

Some ways that educators and parents can respond to the communications of infants and toddlers include:

- Matching children's tone and facial expressions
- Commenting on what interests children
- Helping children transition to a new activity

### SLIDE 30

## Responding to Infants and Toddlers

Educators and parents can respond to children's communications in many ways, depending on what they know the individual child. Adult responses teach children that their communications are important and effective.

A few ways that adults can reinforce with infants and toddlers that sense of their own value and effectiveness are:

- Matching children's tone and facial expressions
- Commenting on children's interests
- Helping children transition to a new activity

### REFERENCES

Center on the Social and Emotional Foundations for Early Learning. (n.d.). *Understanding your child's behavior: Reading your child's cues from birth to age 2*. Retrieved from [http://csefel.vanderbilt.edu/documents/reading\\_cues.pdf](http://csefel.vanderbilt.edu/documents/reading_cues.pdf)

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Tips for teachers: Engaging children in conversations*. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/language-modeling-and-conversations-birth-to-5/engagingconversation-teachtipsyi-0-5.pdf>

Zero to Three. (2016, February 25). *How to support your child's communication skills*. Retrieved from <https://www.zerotothree.org/resources/302-how-to-support-your-child-s-communication-skills>

**Responding to Preschoolers**

Educators and parents can respond to children's communications and encourage their language skills by:

- Expanding their words, or repeating what they say and adding more
- Asking open-ended questions
- Listening to what children say

## SLIDE 31 Responding to Preschoolers

As children grow, so do their language abilities. While observing children and responding to them, adults can add more words and encourage children to use language more frequently.

Some ways that adults can do that are:

- Expanding children's words, or repeating what they say and adding more to describe or make phrases longer
- Asking children open-ended questions that encourage them to share their ideas
- Listening to what children say

### REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. *Language modeling and conversations* [Professional development suites]. Retrieved from <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/engaging-interactions-environments>

**Learning to Manage Emotions**



When adults provide warm and supportive reactions, children learn to understand, express, and regulate their emotions and behaviors

## SLIDE 32 Learning to Manage Emotions

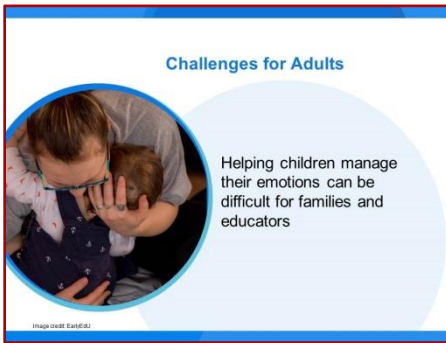
In addition to expressing empathy and providing comfort, adults can gradually introduce ways to help children identify, name, and express their emotions in healthy and culturally responsive ways. Parents and educators can model this during ordinary activities.

The warm, responsive interactions of educators and parents with children can be seen as *co-regulating*, or providing modeling, coaching, and support to help children understand and manage their feelings and behaviors.

### REFERENCES

Gillespie, L. (2015, July). It takes two: The role of co-regulation in building self-regulation skills. *Young Children*, 70(3), 94–96. Retrieved from <https://www.naeyc.org/system/files/RR-0715.pdf>

Zero to Three. (n.d.). *Challenging behaviors*. Retrieved from <https://www.zerotothree.org/espanol/challenging-behaviors>



## SLIDE 33 Challenges for Adults

If educators and parents can remain calm when children's emotions are intense and sometimes out of control, children often find regaining control easier.

When older toddlers and preschool-age children are losing control, adults can sometimes help by labeling what children seem to be feeling and by doing so in a way that reflects their strong emotions.

For instance, if a child is expressing frustration because he want to go to a birthday party today when the party isn't until next week, an adult could say, "I know you are soooo excited for your friend's birthday!! It is too hard for you to wait! You want to have it now!" This *mirrors* the child's strong emotions and lets him know that the adult takes his feelings seriously.

Different approaches to helping children calm down work with different children.

### REFERENCE

Center on the Social and Emotional Foundations for Early Learning. (n.d.). *Understanding your child's behavior: Reading your child's cues from birth to age 2*. Retrieved from [http://csefel.vanderbilt.edu/documents/reading\\_cues.pdf](http://csefel.vanderbilt.edu/documents/reading_cues.pdf)



## SLIDE 34 Discussion: Responding to Our Own Feelings

Ask participants to share with a partner some ways they respond when a child's negative emotions bring up some of their own.

Make sure that participants discuss the importance of adults remaining calm when interacting with children who are communicating their distress. One idea is that educators and parents can take a short break, making sure that children are in a safe space like a crib, when situations become too stressful.

More suggestions are on the GLASS poster shown on Slide 48:

*Acknowledge your own feelings and reactions to the situation, take a deep breath, and reflect.*

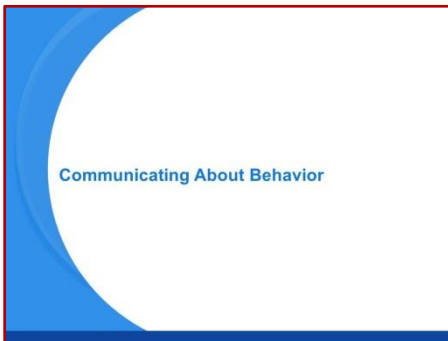
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Encourage participants to share some of their methods with the whole group.

## REFERENCE

Center on the Social and Emotional Foundations for Early Learning. (n.d.). *Understanding your child's behavior: Reading your child's cues from birth to age 2*. Retrieved from [http://csefel.vanderbilt.edu/documents/reading\\_cues.pdf](http://csefel.vanderbilt.edu/documents/reading_cues.pdf)

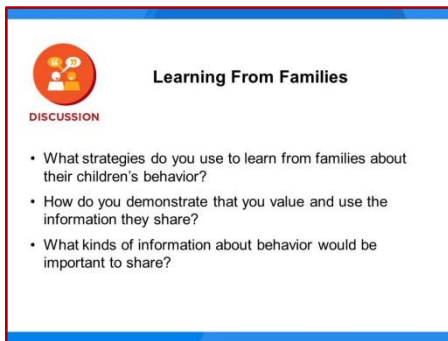


## SLIDE 35 Communicating About Behavior

Talking about young children's behavior should be a regular part of ongoing communication between families and educators. For example, one relationship-based practice is to observe and describe children's behavior as a way to begin communication with families. Educators can follow this by asking families to share their observations about their children's behavior and what they think it means.

## REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Building partnerships: Guide to developing relationships with families*. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/building-partnerships-developing-relationships-families.pdf>



## SLIDE 36 Discussion: Learning From Families

**Materials:** Flip chart and marker

Ask participants to find a partner and discuss these questions:

- What strategies do you use to learn from families about their children's behavior?
- How do you demonstrate that you value and use the information they share?


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- What kinds of information about behavior would be important to share?

Ask each pair to share two or three highlights from their conversation.

Write their responses on chart paper. Look for common themes across responses.



Talking about and responding to children's cues and behavior should be part of an ongoing relationship that you have with parents that includes:

- **Strengths-based attitudes**
- **Relationship-based practices**

Image credit: Karfidi

## SLIDE 37

Discussions among educators and parents about children's communication and behavior should be part of an ongoing relationship. Early learning professionals should use strengths-based attitudes and relationship-based practices with families, as described by the Office of Head Start's National Center on Parent, Family, and Community Engagement.

You might introduce or review the tools developed by this organization for interacting with parents, depending on the group's familiarity with them.

### **Strengths-based attitudes**

This means that educators adopt a positive attitude that helps them see families' strengths. This approach includes a belief that all families can make progress, and a commitment to work together toward improved outcomes.

### **Relationship-based practices**

These six practices build relationships with families:

- Observe and describe children's behavior to begin communication with families.
- Reflect on families' perspectives.
- Support competence.
- Focus on family-child relationships.
- Value families' passions.
- Reflect on your own perspective.

More information on these approaches are in the Office of Head Start's *Building Partnerships: Guide to Developing Relationships with Families*.

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## REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Building partnerships: Guide to developing relationships with families*. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/building-partnerships-developing-relationships-families.pdf>

### Viewing Video With Families

Video can be a useful tool to look at children's behaviors with families. You can:

- Highlight positive aspects of children's behavior and the parent-child relationship
- Encourage families to guide the discussion, sharing what they see
- Remain strengths-based, and listen to family observations
- Acknowledge what families notice, and share feedback

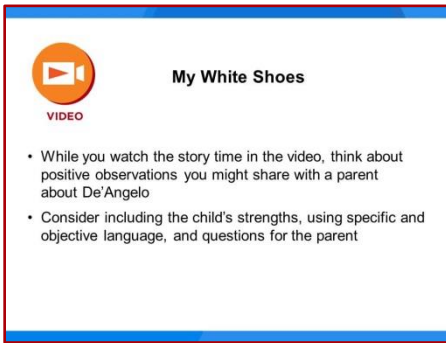
## SLIDE 38 Viewing Videos With Families

Videos serve as a tool educators can use with families to observe and understand their children's communication and behavior. Both videos that are collected locally and videos from non-local sources can be useful. Here are a few suggestions:

- Highlight positive aspects of children's behavior and the parent-child relationship. Pick videos that show children engaged with materials, activities, peers, or family members.
- Encourage families to guide any discussion about a video you've all seen. The purpose of using a video is to share experiences and learn together with families. Give families time to think about what they have watched. Ask them to describe what they see and what they think is happening. Tap into their expertise, knowledge, and experiences.
- Remain strengths-based, and listen to families' observations, adopting a *learning stance*. A *learning stance* is an attitude of being eager to learn new ideas and to see events from different perspectives.
- Acknowledge what families notice, and share feedback. Also, invite families' feedback and explore thoughts and ideas with them.

If programs have the resources to create their own videos, educators will need to keep children's privacy in mind. They should follow their early learning programs' policies about using and showing these videos. Educators should also make sure that families provide permission for their children to appear in videos and explain to families how they will use and store the videos.





**My White Shoes**

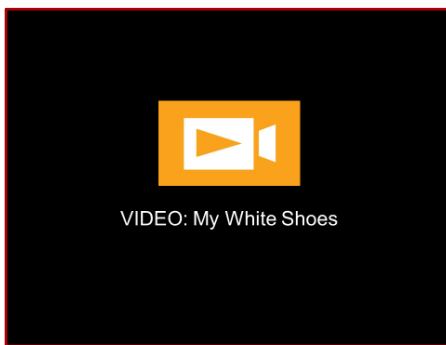
VIDEO

- While you watch the story time in the video, think about positive observations you might share with a parent about De'Angelo
- Consider including the child's strengths, using specific and objective language, and questions for the parent

## SLIDE 39 My White Shoes

Ask participants to consider, as they watch the story time in the video, what positive observations they might share in a conversation with De'Angelo's parent.

Encourage participants to consider describing strengths they noticed, using specific and objective language, and including questions to ask a parent about their observations.



VIDEO: My White Shoes

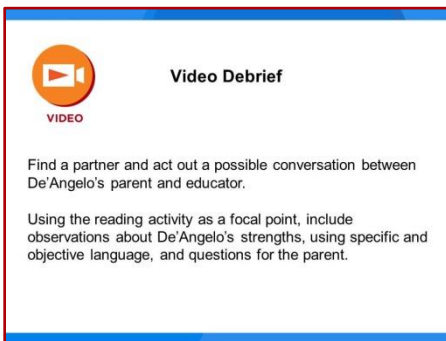
## SLIDE 40 Video: My White Shoes

Click the icon to access the video *My White Shoes*.

**Note:** The PowerPoint presentation must be in Slide Show mode to link to the video.

### REFERENCE

EarlyEdU. (2014). *My white shoes* [Video file]. Retrieved from <https://eclkc.ohs.acf.hhs.gov/video/my-white-shoes>



**Video Debrief**

VIDEO

Find a partner and act out a possible conversation between De'Angelo's parent and educator.

Using the reading activity as a focal point, include observations about De'Angelo's strengths, using specific and objective language, and questions for the parent.

## SLIDE 41 Video debrief

Ask participants to find a partner and act out a possible interaction with De'Angelo's parent. Each pair should take turns playing the role of the educator and the parent.

The conversation should include observations about De'Angelo's strengths, using specific, objective language and a question for the parent about their observations.

An additional topic for the conversation might be how the parent and educator can work together to build on De'Angelo's interests and skills.



Different Expectations



Parents and educators may have different expectations about how children should behave based on their culture, knowledge, gender and experiences

These can influence how parents and educators respond to and guide children's behavior

PHOTO: SHUTTERSTOCK

## SLIDE 42 Different Expectations

Understanding families' cultural beliefs is important in partnering with families. Families and children come to early learning environments with unique cultural perspectives.

Parents and educators may have different expectations about children's behavior, based on different cultural and family experiences. Mothers and fathers may have different expectations from each other. For example, a parent may believe that an infant should be carried most of the time, while an educator or other parent may place an infant on the floor for *tummy time*. Or perhaps a parent may want a child to be toilet trained much earlier than the other parent or educator thinks is appropriate.


*Tuning In*, Zero to Three's 2015 national parent survey, shows that some parents may have expectations about children's development that do not match what children are actually able to do. For instance, 56 percent of parents responding to the survey thought that children under age 3 are capable of resisting something forbidden. Within that group, 36 percent of parents thought children develop this skill before they are 2 years old. Brain science shows that children typically start developing self-control between 3½ and 4 years old. This is an example of the kind of information that educators could share with families about brain development to support parents' relationships and interactions with their children.

*Positive Parent Child Relationships*, the Research to Practice Brief from the NCPFCE, presents a summary of selected research, proven interventions, and program strategies intended to be useful for Head Start (HS), Early Head Start (EHS), and other early childhood programs. You can find this resource at <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/parent-child-relationships.pdf>

### REFERENCES

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Building partnerships: Guide to developing relationships with families*. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/building-partnerships-developing-relationships-families.pdf>

Zero to Three. (2016, October 3). *The expectation gap*. Retrieved from <https://www.zerotothree.org/resources/series/the-expectation-gap>



**Cultural Perspectives**

LEARNING  
ACTIVITY

- Create a list of questions to ask families about their expectations for young children's behavior and how they model and teach those.
- Reflect on your own answers to those questions.
- Compare lists with a partner, explaining why you chose the questions you did.
- Talk about how you would approach a situation where a family had different expectations.

## SLIDE 43

### Learning Activity: Cultural Perspectives

Ask participants to:

Create a list of questions to ask families about their expectations for young children's behavior. Encourage participants to think about words they might use when speaking with parents. Remind participants that these discussions should be part of their efforts to build ongoing relationships with families.

Examples of questions that participants might generate are:

- When should children start to feed themselves?
- When should a child start to use the toilet regularly?
- What are the best sleeping arrangements for young children?

Ask participants to reflect on their own answers to the questions. Note that participants should recognize that their knowledge of child development is important to guide children's development, behavior, and learning. Participants should also recognize that their understanding of child development is a likely reflection of the culture in which they learned it.

Ask participants to turn to a partner and compare questions. Encourage them to share why they chose the questions they did.

Ask them to discuss how they would address situations where parents have different expectations for their children's behavior than educators do.

If participants need guidance, direct them to page 7 of *Building Partnerships: Guide to Developing Relationships with Families*. This section focuses on the ongoing work that educators need to do to understand the cultural perspectives and beliefs of the families they partner with.

For more information on cultural perspectives, see the module, *A Relationship-Based Approach to Family Engagement*, in Head Start's *Building Partnerships with Families* series.

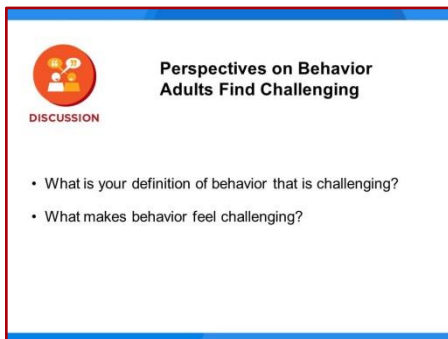
#### REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Building partnerships: Guide to developing relationships with families*. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/building-partnerships-developing-relationships-families.pdf>



## SLIDE 44 When Adults Find a Child's Behavior to Be Challenging

This section discusses how families and educators can work together when they perceive a children's behavior to be challenging.



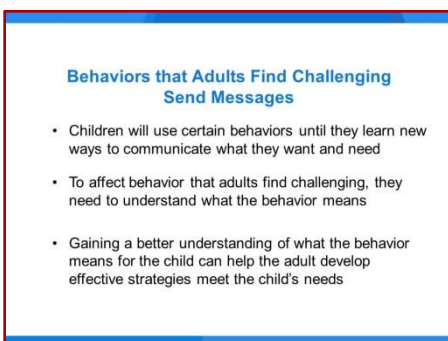
## SLIDE 45 Discussion: Perspectives on Behaviors Adults Find Challenging

Ask participants to discuss these questions:

- What is your definition of behavior that is challenging?
- What makes behavior feel challenging?

Takeaways from this discussion may be that children's behavior can:

- Be developmentally appropriate but challenging for adults
- Become challenging for children and effect their well-being and relationships with adults and peers
- Vary by culture and cultural expectations



## SLIDE 46 Behaviors That Adults Find Challenging Send a Message

Children will use certain behavior until they learn new ways to communicate what they want and need. To address and influence behavior that adults find challenging, educators and parents can work to understand what the behavior means and then develop strategies to address it.

### REFERENCE

Jiron, A., Brogle, B., & Giacomini, J. (2013). *How to understand the meaning of your child's challenging behavior*. Technical Assistance Center on Social Emotional Intervention (TACSEI) for Young Children. Retrieved from [http://challengingbehavior.fmhi.usf.edu/do/resources/documents/bk\\_pk\\_understand\\_meaning.pdf](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/bk_pk_understand_meaning.pdf)



## SLIDE 47 Resources

**Materials:** *GLASS Poster* handout

The GLASS acronym can help educators and families remember possible steps to help preschool-age children when they are experiencing challenges.

**Get close.** This might mean sitting on the floor with children or moving closer to where they are playing without taking control of the situation. They might kneel or sit at children's eye level.

**Label what you are noticing.** Adults can help children recognize their behavior as a sign they are experiencing a problem. This helps children learn that they can solve problems and adults can help. Statements like, "It looks like you're having a hard time with the dump truck," or, "It sounds like you and Jamal have a problem with the bikes" can be enough to slow down behavior that is escalating.

**Ask a question.** Adults can teach children problem-solving strategies. Examples of questions that help children build independence are:

- "How can we solve the problem?"
- "What can we try?"
- "How can I help?"

**Stick with it.** Adults should stay close while children are trying to solve a problem and offer help or encouragement. They can remind the child of such strategies as, "When I'm mad, I need to walk away for a minute," or "Sometimes I take a big breath." Adults can also offer such suggestions as, "Maybe we could set a timer for you and your brother to take turns with the bike," or, "Let's get another doll for Kaya to play with."

**Say something positive.** Adults can look for opportunities to notice children's strengths and successes. When children calm down and make positive choices, adults can notice them. A simple statement, such as, "You really worked hard," or, "I'm so proud of how you calmed your body down," can encourage children's efforts.

**Communicating With Families**



- Building positive relationships with families helps when you need to discuss child behaviors that adults may find challenging
- Start with the family's perspective

Image credit: Canva.com


## SLIDE 48 Communicating With Families

Building a positive and trusting relationship with families takes repeated interactions over time. When an educator has built this type of relationship, families will know the educator cares about what is best for the child and family. A positive and trusting relationship makes any conversations about behaviors that adults find challenging easier and focused on finding solutions together.

When having difficult conversations, it is especially important for educators to remember to use a strengths-based approach and effective, relationship-based practices.

### REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Building partnerships: Guide to developing relationships with families*. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/building-partnerships-developing-relationships-families.pdf>



**Libby & Kim:  
Middle Ground Conversation**

As you watch the video on the next slide, think about what effective practices the educator uses that are strengths-based and build the relationship with the parent.

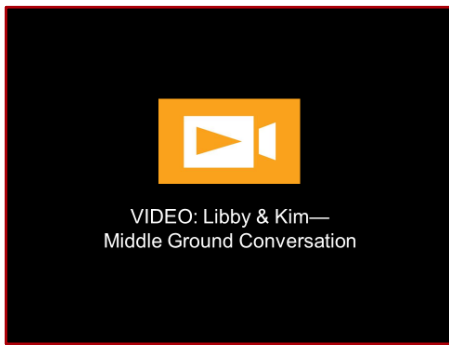
## SLIDE 49 Libby & Kim: Middle Ground Conversation

While watching the video on the next slide, ask participants to think about effective practices that the educator uses that are strengths-based and that help to build the relationship with the parent.

Strengths-based attitudes and relationship-based practices are listed in the notes for Slide 37. More information on these approaches are in the Office of Head Start's *Building Partnerships: Guide to Developing Relationships with Families*.

### REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Building partnerships: Guide to developing relationships with families*. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/building-partnerships-developing-relationships-families.pdf>



## SLIDE 50

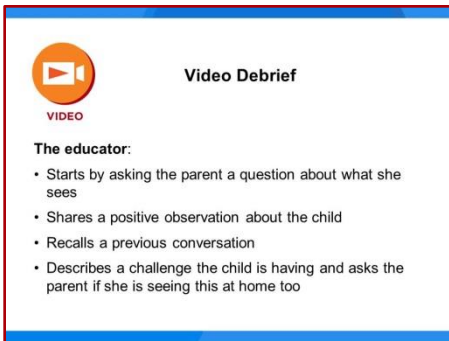
### Video: Libby & Kim—Middle Ground Conversation

Click the icon to access the video Libby & Kim—Middle Ground Conversation.

**Note:** The PowerPoint presentation must be in Slide Show mode to link to the video.

#### REFERENCE

- CONNECT: The Center to Mobilize Early Childhood Knowledge. (n.d.). *Libby & Kim—Middle ground conversation* [Video file]. Retrieved from <http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-6>



## SLIDE 51

### Video Debrief

Possible responses are animated on this slide so that participants can share their thoughts first.

Ask participants to share their ideas about what the educator said and did that was effective in this conversation. Think about a strengths-based approach and strategies that build relationships.


Participants may note that the educator:

- Starts by asking the parent a question about what she sees. This indicates that the educator regards the parent as the expert on the child.
- Shares a positive observation about the child. This builds the parent's trust that the educator has the best interest of the child in mind and sees the child's strengths.
- Recalls a previous conversation, letting the parent know that what they talk about is important.
- Describes a challenge the child is experiencing and asks the parent if she is seeing this at home too. This shows that the educator values the parent's perspective.

Participants may have other observations as well.



**Seeking Help**



When behaviors that adults find challenging persist, families and educators may need to reach out for help

Image credit: Einarsson

## SLIDE 52 Seeking Help

When behaviors that adults find challenging still persist, families and educators may need to reach out for specialized help.

Children should have regular developmental screenings and well-child checks with their pediatrician or health care provider.

Early childhood educators should follow their program's procedures to refer families to or connect them with local resources. Educators also can encourage families to partner with them to seek out and access available services to meet the individual needs of their child.


**How Can You Help?**

- Listen to families' concerns and priorities for their children
- Check in with families regularly about their progress toward goals and help them follow through if needed
- Get to know your community agencies
- Connect families with professionals who can help them meet their goals

## SLIDE 53 How Can You Help?

As part of an ongoing relationship with families, educators can:

- Listen to families' concerns and priorities for their children.
- Check in with families regularly about their progress toward goals, and help them follow through as needed. Educators can ask questions, seek feedback, and invite families to share ways they continue to support their child's growth and development.
- Get to know local community agencies that may be able to help, and ask parents to share information they have about possible resources.
- Connect families, as needed, with professionals who can help them meet their goals for their family and children.

 **Resources for Families**

VIDEO

In the video on the next slide, listen to the recommendations of Dr. Kathleen Meeker in the College of Education at the University of Washington

## SLIDE 54 Resources for Families

In the video on the next slide, Dr. Kathleen Meeker in the College of Education at the University of Washington discusses where families can turn if they have concerns about their child.



## SLIDE 55

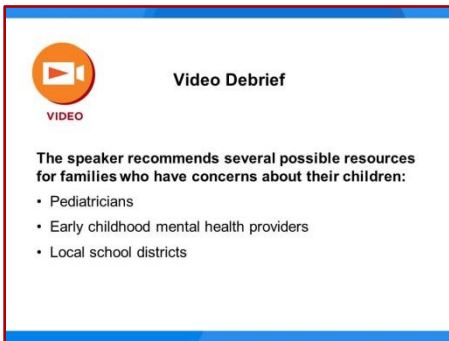
### Video: Resources for Families

Click the icon to access the video, *Resources for Families*.

**Note:** The PowerPoint presentation must be in Slide Show mode to link to the video.

#### REFERENCE

EarlyEdU. (2017). *Resources for families* [Video file]. Retrieved from <https://eclkc.ohs.acf.hhs.gov/video/resources-families>



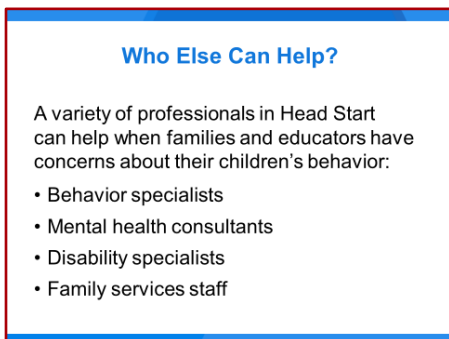
## SLIDE 56

### Video Debrief

Ask participants for their thoughts about key points they heard. Note that this slide is animated so that participants can respond before possible answers appear on the slide.

Dr. Meeker recommends several possible resources for families who have concerns about their children's development or behavior. They are:

- Pediatricians
- Early childhood mental health providers
- Local school districts



## SLIDE 57

### Who Else Can Help?

**Materials:** *Who Can Help* handout

A variety of specialists within Head Start can help when families and educators have concerns about a child.

It takes a team to fully support families and children when there are concerns about a child. Each of the professionals listed below has the expertise to help facilitate assessment and planning for children who need support.

**Behavior specialists** can help to observe and evaluate a child's environments and behaviors. They can help lead an ongoing process that supports the child and family, and they can partner with the family to create a care plan when necessary.

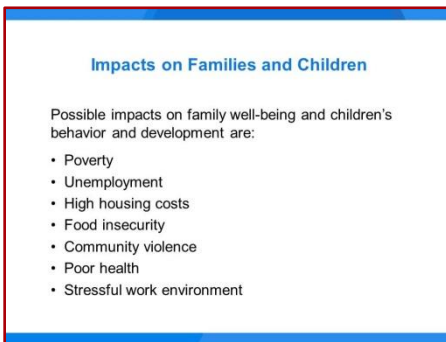


**Mental health consultants** can support family and child well-being. They can help promote a child's ability to self-regulate and to develop their social-emotional competence. They may also take a lead in partnering with a family when necessary.

**Disability specialists** may facilitate a support process when a child has an identified disability.

**Family services staff** contribute to family well-being and positive parent-child relationships. They may facilitate support and planning.

The handout gives more information about the roles of these professionals.



**Impacts on Families and Children**

Possible impacts on family well-being and children's behavior and development are:

- Poverty
- Unemployment
- High housing costs
- Food insecurity
- Community violence
- Poor health
- Stressful work environment

## SLIDE 58 Factors That Influence Families and Children

As stated in the beginning of this module, many influences can affect children's behavior. Sometimes families need extra support. Educators can ask parents how they can help.

Factors that can compromise family well-being and children's behavior and development include:

- Poverty
- Unemployment
- High housing costs
- Food insecurity
- Community violence
- Poor health
- Stressful work environment

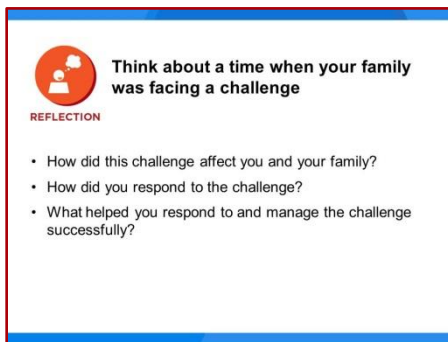
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A detailed resource with information about family well-being and ways to partner with families to bolster that well-being is *Family Well-Being*, part of the *Understanding Family Engagement Outcomes: Research to Practice Series*.

## REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2013). *Family well-being* (Part of the *Understanding Family Engagement Outcomes: Research to Practice Series*). Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/rtp-family-well-being.pdf>



**Think about a time when your family was facing a challenge**

**REFLECTION**

- How did this challenge affect you and your family?
- How did you respond to the challenge?
- What helped you respond to and manage the challenge successfully?

## SLIDE 59 Reflection

**Materials:** Flip chart paper, pen

This closing exercise provides an example of how reflection can help early childhood educators discover how personal experiences, beliefs, and values influence their thoughts, feelings, and behaviors. It can help them develop empathy and strengthen their belief that challenges can have solutions.

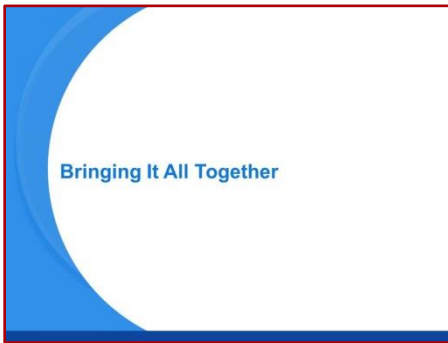
Ask participants to think about a time when their family was facing a challenge, such as health issues, loss of employment, relationship difficulties, or a move to a new home.

Ask them to reflect on these questions:

- How did this challenge affect you and your family?
- How did you respond to the challenge?
- What helped you respond to and manage the challenge successfully?

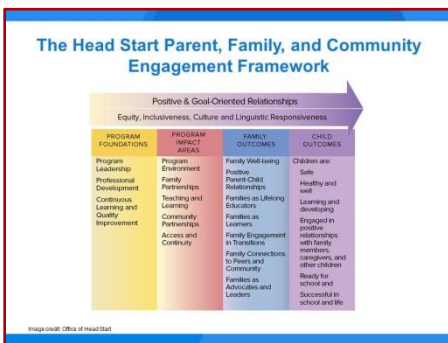
Participants can share in small groups. Ask participants to think about common themes in successfully managing challenges.

Invite small groups to share those themes. Write them on a sheet of paper for the whole group.



## SLIDE 60 Bringing It All Together

The final section of Module 3 provides a review of the PFCE Framework and summarizes the fundamental points shared in the module.



## SLIDE 61 The Head Start Parent, Family, and Community Engagement Framework

With a solid program foundation in place for parent, family, and community engagement, program leadership and staff can partner with parents, families, and communities to promote family engagement and positive outcomes for families and children.

The activity on the next slide will ask participants to discuss how the topic of understanding children’s behavior as communication aligns with the Head Start Parent, Family, and Community Engagement Framework.

### REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2011). *The Head Start Parent, Family, and Community Engagement Framework: Promoting family engagement and school readiness, from prenatal to age 8*.

Retrieved from

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/docs/policy-im/pfce-framework.pdf>

A slide titled "Where Does It Fit?" with a red border. It features a circular icon with three people and the word "DISCUSSION" below it. The main heading is "Where Does It Fit?". Below that is the question "Which part of the Framework does this topic relate to?" followed by two bullet points: "Form a small group and share ideas" and "Be ready to share your thoughts with the whole group".

**Where Does It Fit?**

DISCUSSION

Which part of the Framework does this topic relate to?

- Form a small group and share ideas
- Be ready to share your thoughts with the whole group

## SLIDE 62

### Discussion: Where Does It Fit?

**Materials:** Flip chart and marker

Share the Head Start Parent, Family, and Community Engagement Framework with participants. You may want to print out a few copies of it, ask participants to look at it online, or review it as a group.

Ask participants how the module topic (*Understanding Children's Communication as Behavior*) fits within the Framework. Guide them to look at the Program Impact Area of the Framework in particular. Write their responses on the flip chart for the group to see.

This exercise can serve as a reflective activity for participants as they think about what they learned during the module and how this topic fits into wider program efforts to engage families.

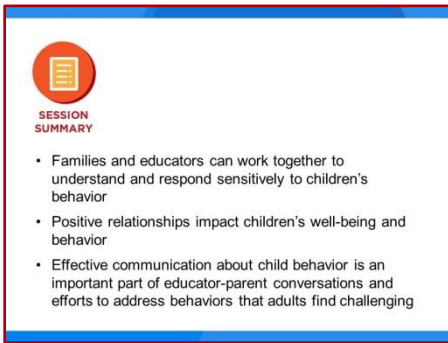
Participants may identify that family engagement strategies in this module align with the Family Partnerships and Community Partnerships impact areas. They may also point to Positive Parent-Child Relationships and Family Connection to Peers and Community as family engagement outcomes that this module supports.

#### REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2011). *The Head Start Parent, Family, and Community Engagement Framework: Promoting family engagement and school readiness, from prenatal to age 8*.

Retrieved from

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/docs/policy-im/pfce-framework.pdf>



## SLIDE 63 Session Summary

This slide lists the fundamental points of this module:

- Families and educators can work together to understand and respond sensitively to children's behavior
- Positive relationships impact children's well-being and behavior
- Effective communication about child behavior effectively is an important part of educator-parent conversations and efforts to address behaviors that adults find challenging



## SLIDE 64 Conclusion

This concludes the module Understanding Children's Behavior as Communication.

For more information about this resource, please contact us:  
**PFCE@ecetta.info | 1-866-763-6481**



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**



NATIONAL CENTER ON  
Parent, Family and Community Engagement