Responsive Learning Environments for Infants and Toddlers

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RESOURCE LIST   Q&A   CHAT   HELP

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Responsive Learning Environments for Infants and Toddlers

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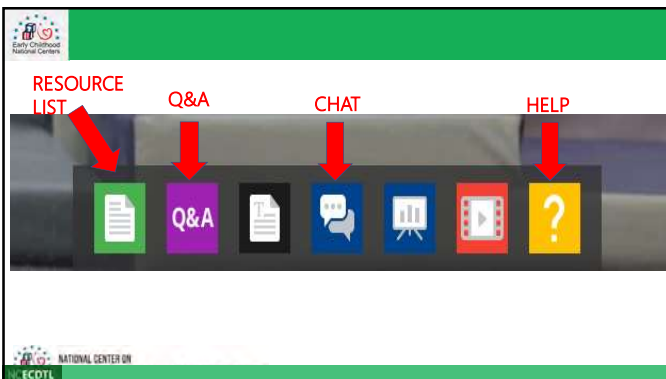Early Childhood Development, Teaching and Learning

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Session Objectives

At the end of this webinar, you should be able to:

1. Explain components of a responsive learning environment for children birth-three.
2. Incorporate responsive practices that integrate the cultures and languages of children and families into learning environments.
3. Summarize how responsive learning environments promote general school readiness.

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Session Agenda

Here's what we're doing today:

1. Define responsive learning environments.
2. Overview four key components of responsive environments.
   - Including discussion and examples of integrating cultures and languages of children and families into learning environments.
3. Examples of how key components support general school readiness across ELOF domains (throughout).
4. Closing thoughts.
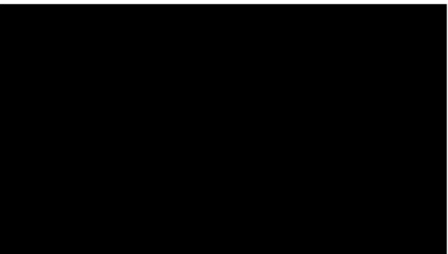5. Resources and support.

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How Does the Environment Affect the Children in Your Program?

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How Does the Environment Affect the Children in Your Program?

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Defining a Responsive Learning Environment

- Engaging physical space fastened to an emotional atmosphere in which teachers meet children's desires and needs to find relevant and meaningful connections between themselves and:
  - Significant adults
  - Peers
  - Play and activities

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Learning Environments Extend Beyond the Classroom

What or where are the most important learning environments for your community?

What are some ways to incorporate items and and arrangements typical for environments in the homes in your communities?

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Research Tells Us…

Responsive learning environments support children's school readiness:
- Perceptual, Motor, and Physical Development
- Social and Emotional Development
- Language and Communication
- Cognition
- Approaches to Learning

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ELOF Research Tells Us…

Responsive learning environments support children's school readiness:
- Perceptual, Motor, and Physical Development
- Social and Emotional Development
- Language and Communication
- Cognition
- Approaches to Learning

These are the 5 domains of the ELOF for infants and toddlers

Head Start Early Learning Outcomes Framework

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Research Tells Us…

- Responsive learning environments support ALL children, including children who are:
  - Dual language learners
  - Children with disabilities or suspected delays

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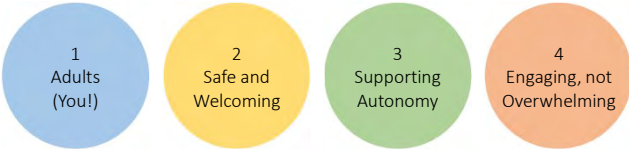Early Childhood Development, Teaching and Learning

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What are the most important components in the environment? What do you need to consider?

Let's focus on four things.

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What Are Important Components of Environment?

1
Adults
(You!)

2
Safe and
Welcoming

3
Supporting
Autonomy

4
Engaging, not
Overwhelming

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What Are Important Components of Environment?

Adults (You!)

Safe and Welcoming

Supporting Autonomy

Engaging, not Overwhelming

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Importance of Responsive Adults

Adults (You!)

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Primary Role of Adults in Responsive Environments

• The environment can help you support children's
  • Emotional needs
  • Relationships with you or caregiver(s)
  • Relationship with peers

• Home visitors work with parents and families to:
  • Use home as learning environment
  • Engage in responsive interactions and routines
  • Provide learning opportunities in the home and community

Adults (You!)

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Cognition (Mathematics)

ELOF

Adults (You!)

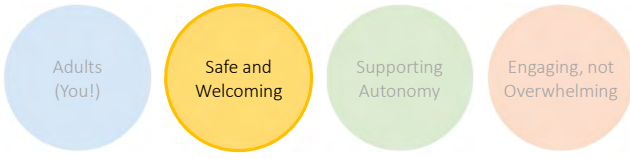## Any Other Domains Supported in This Video?

ELOF

ELOF Infant/Toddler Domains:
- Perceptual, Motor, and Physical Development
- Social and Emotional Development
- Language and Communication
- Cognition
- Approaches to Learning

Adults (You!)

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What Are Important Components of Environment?

Adults (You!)

Safe and Welcoming

Supporting Autonomy

Engaging, not Overwhelming

Create a Safe and Welcoming Environment
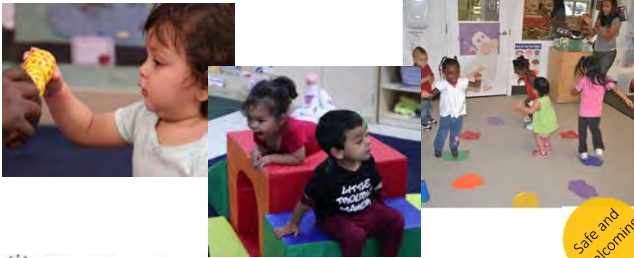
- Physically and emotionally safe.
- Reflective of your curriculum and the children and families in your program.
- Responsive environments support positive behavior!

ELOF Perceptual, Motor, and Physical Development

ELOF Perceptual, Motor, and Physical Development

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ELOF Perceptual, Motor, and Physical Development

BabyTalks

Using Materials Found in the Home

Safe and Welcoming

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ELOF Social and Emotional Development

BabyTalks

- Relationships with other children and adults
- Emotional functioning
- Sense of Identity and Belonging

Safe and Welcoming

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ELOF Social and Emotional Development

BabyTalks

Your turn:
- What ways do you support social and emotional development in your homes, centers, or classroom?
- How do you make children feel represented, safe, and welcome in your early learning spaces?

Safe and Welcoming

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Guiding Principle: Diversity

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- Every child has diverse strengths rooted in their family's culture, background, language, and beliefs.
- Responsive and respectful environments welcome children from diverse cultural and linguistic backgrounds. Learning experiences build on the unique backgrounds and prior experiences of each child.

Safe and Welcoming

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Planned Language Approach

- A comprehensive, systematic, research-based way for programs to ensure optimal language and literacy services for *all* children

- PLA is part of creating a responsive learning environment

The Big 5 for All
Research Base
Strategies that Support DLLs
Home Language Support
Policies, Practices, & Systems
Planned Language Approach (PLA)

Find resources here!

Safe and Welcoming

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What Are Important Components of Environment?

Adults (You!)

Safe and Welcoming

Supporting Autonomy

Engaging, not Overwhelming

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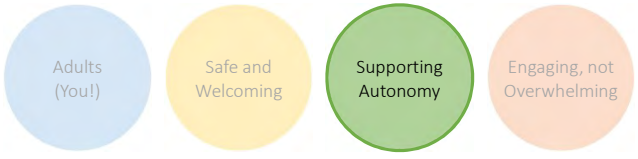
Perceptual, Motor, and Physical Development

- Environment can promote a child's autonomy and skills based on their age, allowing for perceptual, motor, and physical development.
- Independence and autonomy can mean different things to different families or cultures.
- How does equipment support child's ability to do things with minimal assistance?

Environments Support a Child's Autonomy

- Adjustments to support children with disabilities or suspected delays to allow all children to participate fully.
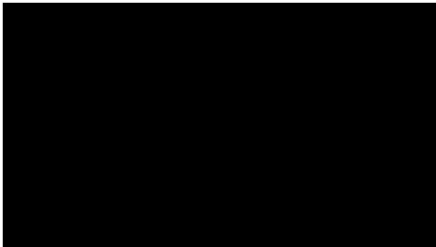- Continue to assess as children grow and change over time.

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Putting it Together: How is the Adult Supporting This Infant's Autonomy?

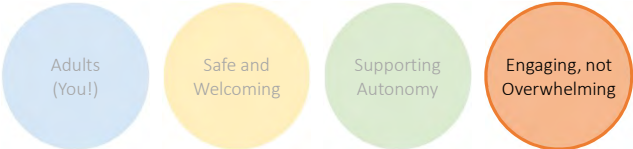Putting it Together: How is the Adult Supporting This Infant's Autonomy?

Supporting Autonomy

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What Are Important Components of Environment?

Adults (You!)

Safe and Welcoming

Supporting Autonomy

Engaging, not Overwhelming

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Environments Should Engage, but not Overstimulate

- Open-ended materials and choice.

- What kinds of quiet or cozy spaces can you create?

- Observe and assess environment over time: are children engaged?

- Work with families to learn even more about their children and what they need to feel comfortable, engaged, and ready to learn.

Gimme A Break

Engaging, not Over-whelming

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ELOF Cognition

Exploration and Discovery

Reasoning and
Problem-Solving

Memory

Engaging Environments and Dual Language Learners

Engaging, not Over-whelming

Engaging Environments and Dual Language Learners

Engaging, not Over-whelming

Closing Thoughts and Wrap Up

Key Take Home Messages

Adults (You!)

Safe and Welcoming

Supporting Autonomy

Engaging, not Over-whelming

Responsive learning environments include culture, and can support school readiness for ALL children across ALL settings

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Resources and Support

- The Framework for Effective Practice (especially Engaging Interactions and Environments): https://eclkc.ohs.acf.HHS.gov/hslc/tta-system/teaching/practice
- Teacher Time series for Infants and Toddlers (especially Creating a Responsive Environment for Young Children): https://eclkc.ohs.acf.hhs.gov/curriculum/teacher-time-series/infanttoddler-curriculum-series
- Head Start Early Learning Outcomes Framework (ELOF): https://eclkc.ohs.acf.HHS.gov/hslc/hs/sr/approach/elof
- ELOF2GO Mobile App: https://eclkc.ohs.acf.HHS.gov/school-readiness/article/elof2go-mobile-app
- HSELOF Effective Practice Guides: https://eclkc.ohs.acf.HHS.gov/school-readiness/effective-practice-guides/effective-practice-guides
- Early Essential Webisode 7: Environments https://eclkc.ohs.acf.HHS.gov/video/early-essentials-webisode-7-environments
- Managing the Classroom: Designing Environments (video): https://eclkc.ohs.acf.HHS.gov/video/designing-environments
- Caring Connections Series (especially Let's Talk About Environments): https://eclkc.ohs.acf.HHS.gov/teaching-practices/article/caring-connections-series

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Resources and Support

- News You Can Use: Environment as Curriculum for Infants and Toddlers: https://eclkc.ohs.acf.HHS.gov/learning-environments/article/news-you-can-use-environment-curriculum-infants-toddlers
- News You Can Use: Learning At Home and Homelike Environments: https://eclkc.ohs.acf.HHS.gov/learning-environments/article/news-you-can-use-learning-home-homelike-environments
- Head Start Cultural and Linguistic Responsiveness Resource Catalogue (Volume 2): Native and Heritage Language Preservation, Revitalization, and Maintenance (Second Edition) https://eclkc.ohs.acf.HHS.gov/hslc/tta-system/cultural-linguistic/fcp/docs/resource-catalogue-main-book-4.pdf
- Planned Language Approach (many resources within PLA, but a few highlighted below): https://eclkc.ohs.acf.HHS.gov/culture-language/article/planned-language-approach
  - Tip Sheet - Creating Environments That Include Children's Home Languages and Cultures: https://eclkc.ohs.acf.HHS.gov/sites/default/files/pdf/dll-creating-environments.pdf
  - Tip Sheet - Including Children's Home Languages and Cultures: https://eclkc.ohs.acf.HHS.gov/sites/default/files/pdf/dll-childrens-home-languages.pdf
  - Teacher Guide - Selecting Culturally Appropriate Children's Books in Languages Other Than English: https://eclkc.ohs.acf.HHS.gov/sites/default/files/pdf/select-cultural-childrens-books-non-english-eng.pdf

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Thank You!

Please fill out a survey: