

2018-2019 Teacher Time for Preschool Teachers— Safe and Nurturing Learning Environments for Preschoolers Viewers Guide

This viewer’s guide summarizes the key points of today’s webinar and will help you plan for using effective teaching practices in your learning environment. Helpful resources and information presented in the webinar can be found in the Resources section of this guide.

We encourage teachers and family child care providers to:

KNOW: Learn effective teaching practices that support children’s emotional well-being and mental health;

SEE: Reflect on video clips of best practices that were shown in the presentation;

DO: Try tips in your own programs with working with children; and

IMPROVE: Reflect on your implementation of safe and nurturing teaching practices.

KNOW

- 1. Be Sensitive and responsive.** When children experience nurturing and sensitive interactions with their caregivers, they feel safe and confident, knowing that they will be cared for. They learn that that they are worthy of that care, what relationships feel like; and what the world is like.

- 2. Be Consistent.** Having a predictable schedule and consistent routine helps preschoolers to know what to expect. It promotes their sense of security and feeling safe by easing the anxiety of wondering what’s going to happen next!

- 3. Be Mindful.** Pay attention to your own feelings, reactions, behavior expectations, and beliefs about child development during stressful interactions with a child. Use strategies to self-calm so you can respond effectively and compassionately. When you respond calmly to a child, you provide a role model for regulation to children.

SEE



What are some ways this teacher showed sensitivity or responsiveness to this child?



What did you notice about this teacher’s reaction to the child’s behavior? In what ways is she being sensitive and responsive to the child’s needs?

DO

We talked about the importance of routines and schedules. Write three strategies you can use to focus on to support children's feelings of trust, security, and safety during routines and transitions next week:

- 1.
- 2.
- 3.

If possible, ask your coach or another teacher to observe you in your interactions with children. If someone can't come to observe, consider taking a video of yourself as you interact with children. Ask for honest observations and suggestions and then use those to improve your daily teaching interactions.

Pick one of the mindfulness strategies you will use next week.

IMPROVE

Reflect on these questions based on your strategies in the "Do" section

1. If there was a time in your work week that your routines or transitions didn't go as planned, why do you think happened? What would you do differently next time?

2. Based on feedback from your coach or fellow teacher, did they observe you being sensitive and responsive, consistent, or mindful? What is something that you would like to work on?

3. Think about the mindfulness strategy you picked and used. Did it work? If so, will you continue using it? If not, is there another mindfulness strategy you would like to try?

Resources

<p>Online Resources</p>	<ul style="list-style-type: none"> • 15-minute In-service Suites <ul style="list-style-type: none"> ○ Fostering Connections - https://eclkc.ohs.acf.hhs.gov/video/fostering-connections ○ Being Aware of Children’s Needs - https://eclkc.ohs.acf.hhs.gov/video/being-aware-childrens-needs ○ Creating a Classroom Community - https://eclkc.ohs.acf.hhs.gov/video/creating-caring-community ○ Schedules and Routines - https://eclkc.ohs.acf.hhs.gov/video/schedules-routines • Create a Culture of Safety - https://eclkc.ohs.acf.hhs.gov/safety-practices/article/create-culture-safety • Creating a Culture of Acceptance of Individual Differences (Disability Services Newsletters) - http://hsicc.cmail19.com/t/ViewEmail/i/89A98B9073052F3C2540EF23F30FEDED/ • EarlyEdU Module: Mindfulness: A Resilience Practice - https://eclkc.ohs.acf.hhs.gov/professional-development/article/earlyedu-alliance-higher-education-learning-modules • Effective Practice Guides: Social & Emotional Development - https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/social-emotional-development • Office of Head Start Webinar: Strategies to Create Positive Learning Environments for Children and Staff - https://goto.webcasts.com/starthere.jsp?ei=1205915&tp_key=c46f2143c7 • Text4Teachers - https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/text4teachers <p>Head Start Early Learning Outcomes Framework (ELOF) https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework</p> <ul style="list-style-type: none"> • There’s the ELOF for That (video) • ELOF Interactive Framework • ELOF2GO Mobile App • Effective Practice Guides <p>MyPeers –https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community</p> <ul style="list-style-type: none"> • Teacher Time- https://mypeers.mangoapps.com/ce/pulse/user/teams/group/profile_view?project_id=876521
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	<ul style="list-style-type: none"> • Safe Foundations, Healthy Futures Campaign- https://mypeers.mangoapps.com/ce/pulse/user/teams/group/profile_view?project_id=1351739
<p>Head Start Program Performance Standards</p>	<p>Information in this episode reflects the following Head Start Program Performance Standards:</p> <p>§1302.31 Teaching and the learning environment</p> <p>(b) Effective teaching practices</p> <p>(1) Teaching practices must:</p> <ul style="list-style-type: none"> (i) Emphasize nurturing and responsive practices, interactions, and environments... (ii) Focus on promoting growth in the developmental progressions described in the Head Start Early Learning Outcomes Framework... (iii) Integrate child assessment data in individual and group planning; and (iv) Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development... <p>(2) For dual language learners, a program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development. These practices must:</p> <ul style="list-style-type: none"> (i) For a preschool age dual language learner, include teaching practices that focus on both English language acquisition and the continued development of the home language; or, (iii) If staff do not speak the home language of all children in the learning environment, include steps to support the development of the home language for dual language learners such as having culturally and linguistically appropriate materials available and other evidence-based strategies. Programs must work to identify volunteers who speak children’s home language/s who could be trained to work in the classroom to support children’s continued development of the home language. <p>(c) Learning environment</p> <p>(2) For preschool age children, include teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small group, and large group learning activities.</p> <p>(d) Promoting learning through approaches to rest, meals, routines, and physical activity</p> <p>(1) A program must implement an intentional, age appropriate approach to accommodate children’s need to nap or rest, and that, for preschool age children in a program that operates for 6 hours or longer per day provides a regular time every day at which preschool age children are encouraged but not forced to rest or nap. A program must provide alternative quiet learning activities for children who do not need or want to rest or nap.</p>

(2) A program must implement snack and meal times in ways that support development and learning... Snack and meal times must be structured and used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child's learning, development, and socialization. Programs are encouraged to meet this requirement with family style meals when developmentally appropriate. A program must also provide sufficient time for children to eat, not use food as reward or punishment, and not force children to finish their food.

(3) A program must approach routines, such as hand washing and diapering, and transitions between activities, as opportunities for strengthening development, learning, and skill growth.

(4) A program must recognize physical activity as important to learning and integrate intentional movement and physical activity into curricular activities and daily routines in ways that support health and learning. A program must not use physical activity as reward or punishment.

§1302.33 Child screenings and assessment

(b) Assessment for individualization. (1) A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the *Head Start Early Learning Child Outcomes Framework: Ages Birth to Five*. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.

(2) A program must regularly use information from paragraph (b)(1) of this section along with informal teacher observations and additional information from family and staff, as relevant, to determine a child's strengths and needs, inform and adjust strategies to better support individualized learning and improve teaching practices in center-based and family child care settings, and improve home visit strategies in home-based models.

(c) Characteristics of screening and assessment

(2) If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to:

- (i) Assess language skills in English and in the child's home language, to assess both the child's progress in the home language and in English language acquisition;
- (ii) Conduct...assessments for domains other than language skills in the language or languages that best capture the child's development and skills in the specific domain;

Subpart D -- Health Program Services

§1302.45 Child Mental Health and social and emotional well-being

(a) Wellness promotion. To support a program-wide culture that promotes children's mental health, social and emotional well-being, and overall health, a program must:

- (1) Provide supports for effective classroom management and positive learning environments; supportive teacher practices; and, strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns;
- (2) Secure mental health consultation services on a schedule of sufficient and consistent frequency to ensure a mental health consultant is available to partner with staff and families in a timely and effective manner;
- (3) Obtain parental consent for mental health consultation services at enrollment; and,
- (4) Build community partnerships to facilitate access to additional mental health resources and services, as needed.

(b) Mental health consultants. A program must ensure mental health consultants assist:

- (1) The program to implement strategies to identify and support children with mental health and social and emotional concerns;
- (2) Teachers, including family child care providers, to improve classroom management and teacher practices through strategies that include using classroom observations and consultations to address teacher and individual child needs and creating physical and cultural environments that promote positive mental health and social and emotional functioning;
- (3) Other staff, including home visitors, to meet children’s mental health and social and emotional needs through strategies that include observation and consultation;
- (4) Staff to address prevalent child mental health concerns, including internalizing problems such as appearing withdrawn and externalizing problems such as challenging behaviors; and,
- (5) In helping both parents and staff to understand mental health and access mental health interventions, if needed.
- (6) In the implementation of the policies to limit suspension and prohibit expulsion as described in §1302.17.

Subpart F—Additional Services for Children with Disabilities

§1302.60 Full participation in program services and activities

A program must ensure enrolled children with disabilities...receive all applicable program services...and that they fully participate in all program activities.