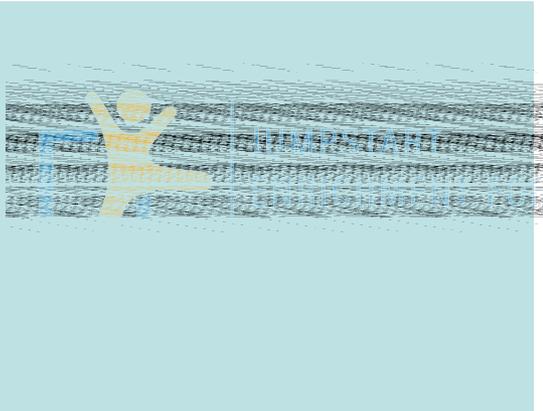


JUMPSTART  
ENRICHMENT FOR

# Pre-Service: Phase 1

# Good Morning

1. **Sign your legal name on the sign in sheet located on the front table.**
2. **Take a seat in a spot where a packet is located.**
3. **A name tag is on top of each packet so use a writing utensil to write the name you would like to be called and then stick it to your blouse where we can see it.**
4. **We will begin by introducing ourselves, state 1 fact about yourself that you want of share and describe yourself in one word.**



# Objectives

The following topics will be discussed today:

- **Developmental stages of children**
- **Age appropriate activities**
- **Positive interactions**
- **Positive Guidance**
- **Fostering self esteem**
- **Safe healthy learning environment**
- **Supervision of children & responsibilities of caregiver**
- **Understanding early brain development**
- **Preventing SIDS**
- **Recognizing & preventing shaken baby syndrome**



JUMPSTART  
ENRICHMENT FOR  
TOMORROW'S  
STUDENTS

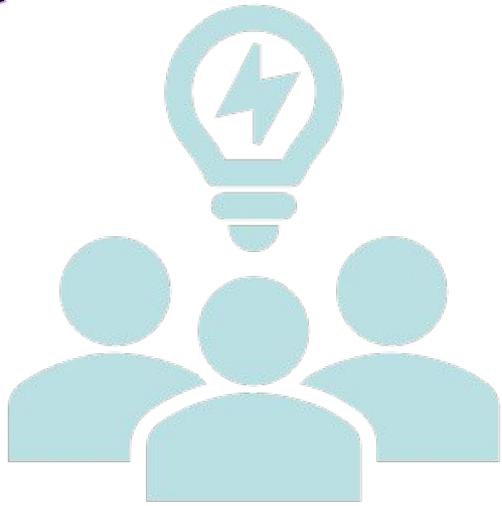
# Activity

Think for a minute about your vision of the perfect childcare teacher

Write down your thoughts on the following questions:

- ? How would you describe them
1. What should they be able to do
  2. What would their attitude be
  3. What should they know

# Share & Discuss

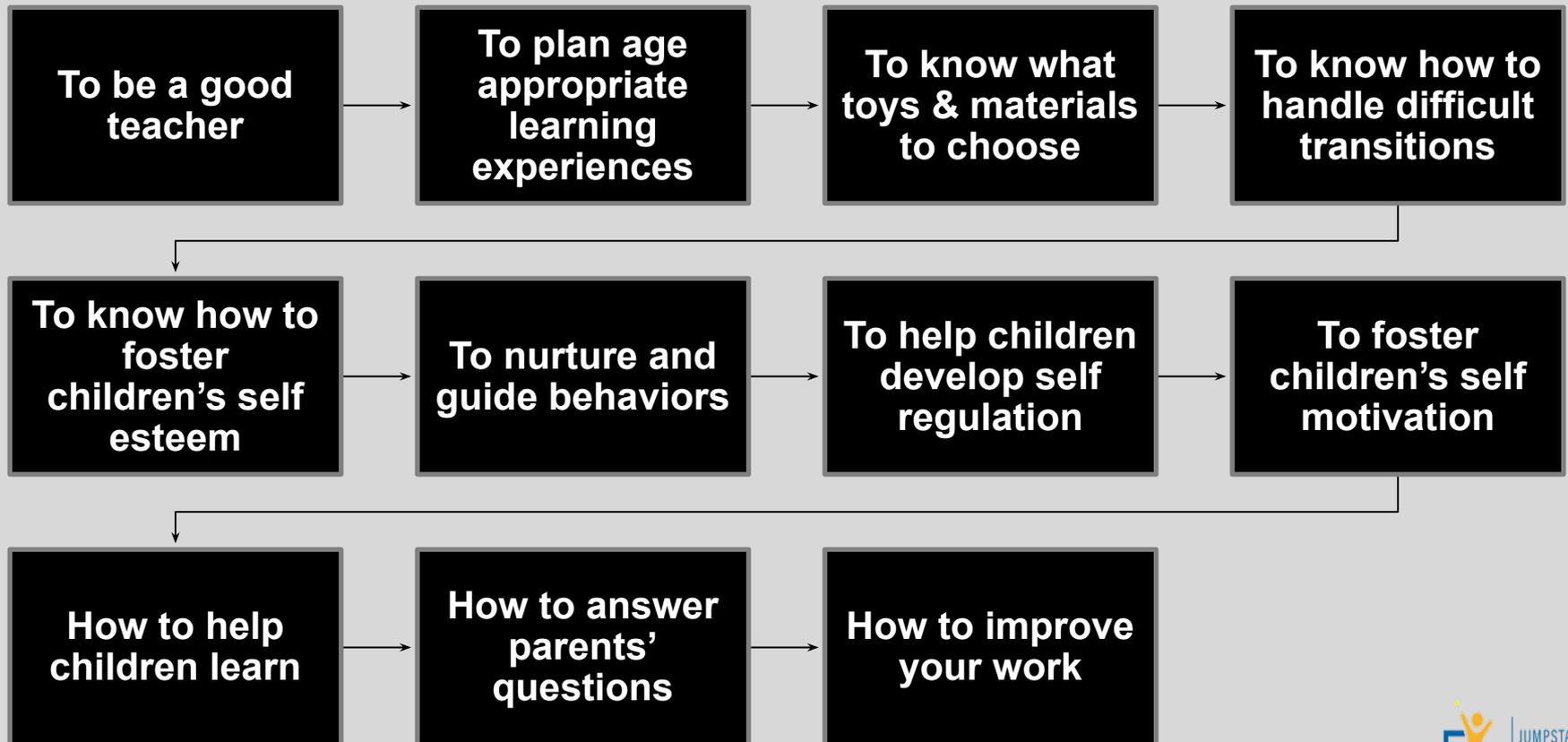


**As a group create a collective image that represents the knowledge, skills & attitudes a teacher should possess.**



JUMPSTART  
ENRICHMENT FOR  
TOMORROW'S  
STUDENTS

# Why do you need to know how children develop & learn?



# Developmental Stages

Child development is how a child becomes able to do more complex things as they get older.

Development is different than growth.

Growth only refers to the child getting bigger in size.

## Developmental milestones

A set of functional skills or age-specific tasks that most children can do at a certain age range.

# Areas of development

1. **Gross motor:** using large groups of muscles to sit, stand, walk, run, etc., keeping balance, and changing positions.
2. **Fine motor:** using hands to be able to eat, draw, dress, play, write, and do many other things.
3. **Language:** speaking, using body language and gestures, communicating, and understanding what others say.
4. **Cognitive:** Thinking skills: including learning, understanding, problem-solving, reasoning, and remembering.
5. **Social/ Emotional:** Interacting with others, having relationships with family, friends, and teachers, cooperating, and responding to the feelings of others.

# Watch Me! Celebrating Milestones and Sharing Concerns

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

Click here to get started

[Watch Me! Home](#)

Also Available in Spanish

Using this Course

Module 1

Module 2

Module 3

Module 4

Continuing Education

Frequently Asked Questions

Group Discussion Guide

Resources

[Spanish](#)



## Introduction to this Course

As an early care and education provider, you play a critical role in the health and wellbeing of children. You are also very well positioned to help identify children who might need extra help in their development. This FREE, online training course, *Watch Me! Celebrating Milestones and Sharing Concerns*, helps you fulfill this role by providing tools and best practices for monitoring the development of children in your care and talking about it with their parents.

This 1-hour, 4-module course focuses on:

- Why monitoring children's development is important
- Why you have a unique and important role in developmental monitoring

Course will begin loading and then this screen should appear

You will go thru all 4 modules.

The screenshot shows the CDC website interface for a course. At the top left is the CDC logo and the text "Centers for Disease Control and Prevention" and "CDC 24/7: Saving Lives. Protecting People.™". Below this is a navigation bar with "HOME", "MODULE 1" (highlighted in purple), "MODULE 2", "MODULE 3", and "MODULE 4". The main content area has a purple background with the text "Module 1: Your Important Role in Monitoring Children's Development". Below this text is a video player showing a woman, Ms. Carolyn, with a play button overlay. The video player includes a CDC logo, the text "Meet Ms. Carolyn", and "Watch later" and "Share" buttons. In the bottom left corner, there is a white circular button with the text "Scroll down to begin".

# Certificate

cdc.gov/ncbddd/watchmetraining/index.html

- Describe how to use “Learn the Signs. Act Early.” resources in early care and education work with children and parents.
- Describe two communication strategies to use when talking with families about their child’s development.

[Click to view an accessible PDF of this training.](#) [5 MB, 36 Pages, 508 KB]

## How to Get Continuing Education

Continuing Education (CE) is available. You must complete all 4 modules, each quiz, a course evaluation, and a post test by 08/01/2022 to qualify. [Click here for instructions.](#)

Send comments, suggestions, and feedback about this course to [ActEarly@cdc.gov](mailto:ActEarly@cdc.gov).

## About This Course

*Watch Me! Celebrating Milestones and Sharing Concerns* was developed by the Centers for Disease Control and Prevention’s “[Learn the Signs. Act Early.](#)” Program in partnership with the [Administration on Children and Families](#), the Health Resources and Services Administration’s [Maternal and Child Health Bureau](#), American Academy of Pediatrics’ [Healthy Child Care America](#) program, [Head Start National Center on Health](#), [National Association for the Education of Young Children](#), [Child Care Aware](#), and the [Yale Child Study Center](#).

ACCREDITATION STATEMENT:

5:20 PM 7/28/2020

# Next

Inbox x | Orion x | My D x | Staff x | Online x | Black x | Tips x | Actin x | How x | Watc x | Welc x | Watc x

cdc.gov/ncbddd/watchmetraining/credit.html

Advanced Search

## Watch Me! Celebrating Milestones and Sharing Concerns

Learn the Signs Home > Watch Me! Home

Watch Me! Home

### How to Get Continuing Education

For Certificate of Completion Only  
(1 Clock Hour; no CEU)

1. [Click here](#); complete each section of the fillable form and click "submit".
2. Print your certificate showing clock hours only, no CEU.

For Certificate of Completion with Continuing Education (CEU)

To get a certificate of completion with continuing education (CEU), you **must** log in to [CDC's Training and Continuing Education Online](#) site, register for the course, complete a course evaluation\*, and

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We will reconvene in 1 hour

## Group Discussion

### Module 1

1. Why is early intervention important and what role can you play as an early educator?
2. What is the difference between developmental monitoring and developmental screening? What role, if any, should early educators play in each?
3. What do you know about early intervention services provided by your state for children with developmental disabilities?
4. How can you encourage families to monitor their children's development at home?

### Module 2

1. What are some of the developmental milestones that you see children reach while in your care?
2. Which domains of milestones are easiest for you to recognize and understand? Why?
3. Which domains of milestones are hardest for you to recognize and understand? Why?
4. What are some warning signs of possible developmental delay that you have seen in children in your care?

# Group Discussion

## Module 3

1. Explain the benefits of conducting developmental monitoring with an objective checklist of typical developmental milestones.
  1. Explain what other steps should be taken to conduct developmental monitoring in addition to using an objective checklist.
  2. How would you explain to the parents or guardians of children in your care, the benefit of using a developmental milestone checklist at their home?
2. Which materials from “Learn the Signs. Act Early.” shown in this module would be most helpful when monitoring milestones in your classroom?
3. How can you refer parents or encourage them to call the early intervention program when there is a concern about a child’s development?
  1. How would a referral for intervention services differ for children under age 3 years compared with children 3 years old or older?
  2. What has your experience been in making referrals to early intervention?

## Module 4

1. What regular opportunities do you have to discuss developmental progress with families?
2. If you have a concern about a child in your class, what steps would you take to share your concerns with the child’s parents?
3. What steps can you take to continue to support parents after you have encouraged them to talk with their child’s doctor about their child’s development?
4. Have you ever had to share your concerns with parents about their child’s development? What went well? Is there anything you wish you had done or said differently?
5. Which communication strategies do you feel are most important when discussing developmental milestones with parents? Which skills do you think you need to practice?

**Always  
Remember**

**All development occurs in  
social & cultural contexts  
&  
is influenced by social &  
cultural contexts**

**Every child is different !!**



**JUMPSTART  
ENRICHMENT FOR  
TOMORROW'S  
STUDENTS**





# How do children learn?

# PLAY



JUMPSTART  
ENRICHMENT FOR  
TOMORROW'S  
STUDENTS

# Why play is important

Play is an important part of learning across the early childhood years for optimal child development

Play allows children to use their creativity while developing their imagination, dexterity, physical, cognitive, and emotional strength.

Play is important for healthy brain development.

It is through play that children at a very early age engage and interact in the world around them.

Play allows children to create and explore a world they can master, conquering their fears while practicing adult roles, sometimes in conjunction with other children or adult caregivers.

As they master their world, play helps children develop new competencies that lead to enhanced confidence and the resiliency they will need to face future challenges



# Benefits of play

Through age appropriate play and materials children develop many skills

- Eye hand coordination
- Thinking (cognitive)
- Creativity
- Mathematical skills
- Logical deductive skills
- Imagination
- Problem solving skills
- Self confidence
- Social skills
- Physical skills & fitness



**Play in  
Early  
Childhood  
: The Role  
of Play in  
Any  
Setting**

<https://www.youtube.com/watch?v=pjoyBZYk2zI&t=36s>

# 6 Stages of Play

<https://www.youtube.com/watch?v=wJzkTG8v3fM>

# What needs to be available to enhance children's play?

Age appropriate materials and supplies

Choosing the right materials or toys at the right time will enrich a child's play experience and provide a foundation for learning.

# Individual Activity

Listed are 5 activity categories and 5 age groups. You will need to brainstorm 1 age appropriate activities for **EACH** category in the different age groups. Apply the knowledge you learned about importance of play and the stages of play

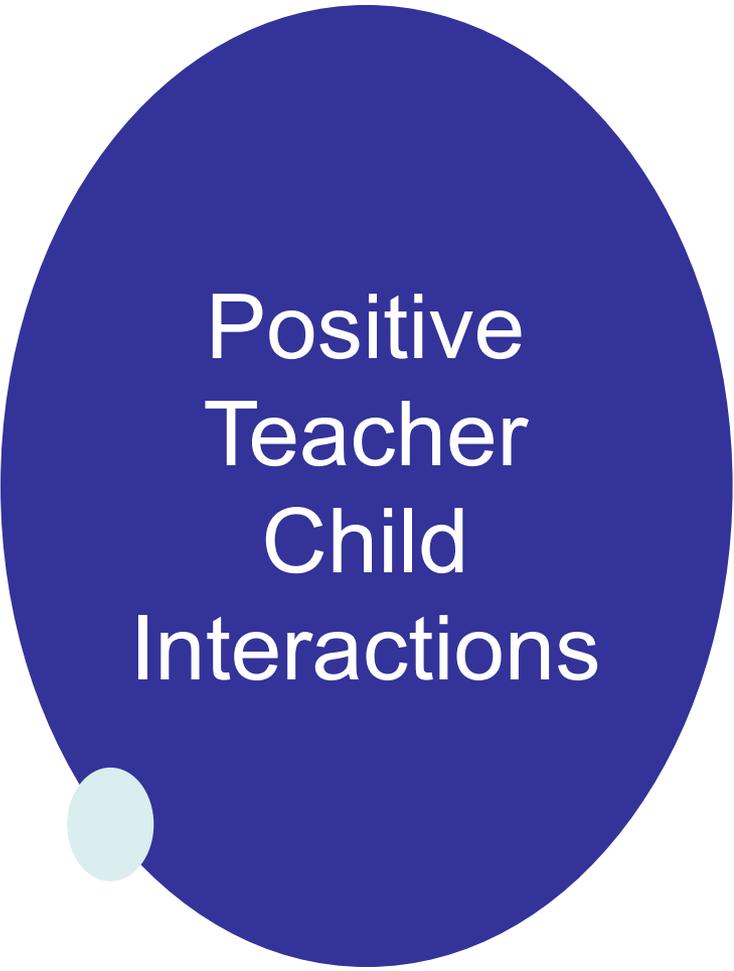
1. Action-Oriented Activities
2. Quiet Play Activities
3. Activities That Build Thinking Skills
4. Activities That Build the Senses
5. Activities That Build Language Skills

- 
1. Infants: 0 – 12 months
  2. Toddlers: 12 – 24 months
  3. Twos: 2 – 3 years
  4. Threes: 3 -4 years
  5. Fours: 4 – 5 years

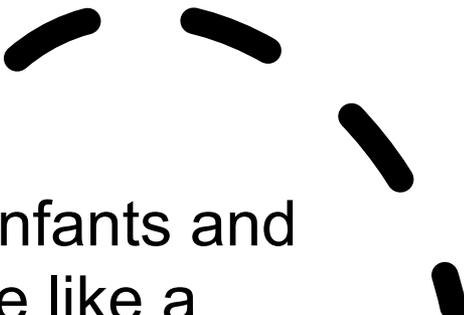
# Positive Interaction

## What Are Positive Teacher-Child Relationships?

- In early childhood settings, each moment that teachers and children interact with one another is an opportunity to develop positive relationships.
- Teachers can use a variety of strategies to build positive relationships with children.
- Teacher behaviors such as listening to children, making eye contact with them, and engaging in many one-to-one, face-to-face interactions with young children promote secure teacher-child relationships.
- Talking to children using pleasant, calm voices and simple language, and greeting children warmly when they arrive in the classroom with their parents or from the buses help establish secure relationships between teachers and children.



# Positive Teacher Child Interactions



Interactions with infants and young children are like a dance. They require you to watch for children's cues and follow their lead.

Effective interactional practices are engaging, sensitive, and responsive to children's developmental, cultural, and linguistic backgrounds.



Watch &  
Learn

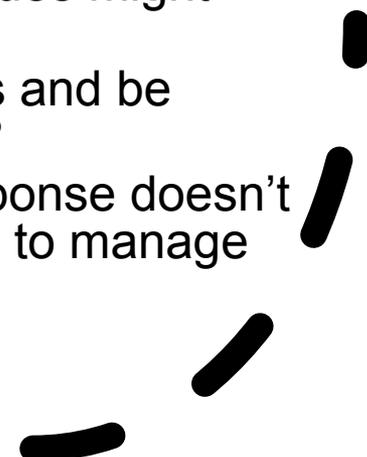


<https://eclkc.ohs.acf.hhs.gov/video/early-essentials-webisode-8-responsive-interactions>

# Take A Deeper Look

## Group Discussion

- Consider your own childhood. Was there someone who let you know that you were important, that your input was valued? What did he or she do to send that message? How do you make the environment safe for the children you care for?
- What strategies do you think you could use to get to know a young child and their family?
- How do you gather and use information from the family to respond to the child?
- How does a baby let you know what he or she is feeling? What cues do you particularly tune in to? What cues are hard for you to tolerate (e.g., whining)? What cues might you miss?
- How can you build relationships and be responsive throughout the day?
- What do you do when your response doesn't work? What strategies help you to manage your emotions?



# Quality Teacher-Child Interaction

## Preschool

<http://www.youtube.com/watch?v=82wIKsW8tfo>

## Toddlers

<https://www.youtube.com/watch?v=y85rzjdC6Tw>



# Group Discussion

1. **What do children want in relationships?**
2. **How can you support relationships in the lives of the children?**
3. **How can you use a child's interests to support and expand learning?**
4. **What ways can you support your children in their environments?**
5. **How can you use what you observe to interpret what children are communicating?**
6. **How can you quickly build relationships with families to better support and meet children's needs?**



JUMPSTART  
ENRICHMENT FOR  
TOMORROW'S  
STUDENTS



[https://eclkc.ohs.acf.hhs.gov/  
video/fostering-connections](https://eclkc.ohs.acf.hhs.gov/video/fostering-connections)

# Fostering Connections

Take a few moments to write down some ideas of what would be inappropriate interaction with children in each of the bullet points

We will share in a group discussion

# Activity: What Not To Do

1. Belittle or humiliate
2. Leave children or child unsupervised
3. Use corporal punishment
4. Use food or naptime as punishment
5. Threaten or bribe
6. Sit around
7. Have negative interactions
8. Neglect children
9. Conversations with adults

- Stand up & Stretch
- Inhale deeply & Exhale slowly
- Go to lunch

***YEAH !***  
**IT IS LUNCH**  
**TIME!!!**

**See you back**  
**@**  
**1:00 !!!!!**



JUMPSTART  
ENRICHMENT FOR  
TOMORROW'S  
STUDENTS

# Positive Guidance and Discipline

Positive guidance and discipline are crucial for children because they promote self-control, teach responsibility and help them make thoughtful choices. The more effective adult caregivers are at encouraging appropriate child behavior, the less time and effort they will spend correcting misbehavior



# Children's growth & guidance

- **A child's age makes a large difference in how they are guided & disciplined. Guide according to the child's**
  - Age
  - Behavior
  - Ability to understand
- **Guiding in appropriate ways tells children that they are**
  - loved
  - we want them to be happy
  - teaches responsibility
  - shows they are cared about
- **They learn by**
  - watching others
  - by what makes them feel good & accepted
  - what gets them attention
  - from the love they receive from others



# Positive Guidance Strategy



## Stay Calm

1. When a child's behavior is unacceptable, you can choose to either respond to it or ignore it.
2. If you decide that a reaction is required, remember that the least response necessary is usually best.
3. Acting calm with a minimum of attention will reduce the risk of strengthening the very behavior you wish to discourage.
4. When you remain calm, it also gives you time to think about how you want to respond.
5. Remember, you are modeling desired behavior for children the more out-of-control a child becomes, the more self-control you need to show.
6. When you remain calm the children learn appropriate ways to respond to difficult situations.

## Composure Strategy

In this clip, Dr. Becky Bailey, founder of Conscious Discipline explores composure, its importance to discipline, the pitfalls of losing your composure, and how to maintain or regain it in difficult situations.

JETS uses the Conscious Discipline and you will receive more training over it over the course of your employment here.

<http://www.youtube.com/watch?v=eqoFHnJWFiQ>

# Positive Guidance Strategies

## Keep Your Expectations Realistic

- It is important for you to know and understand children's abilities and limitations.
- When you expect too much or too little from children it can lead to problems and frustrations for both child & teacher.

## Clearly State Your Expectations in Advance

- Some undesirable behavior occurs because children can't act differently.
- Other times it occurs because a child simply doesn't want to act differently.
- Either way it helps for you to remember that children cannot read your mind.
- Be sure to give children one clear instruction so that they know what it is that you want them to do.

# Positive Guidance Strategies

## Plan Ahead

- Try to anticipate what children may do or need in various situations. Make sure that you plan to help children have a successful experience.
- Expect the best but have a plan for the worst.
- Always have back-up plans!

## Offer Limited, Reasonable Choices

- Most children are not born with the built-in ability to make decisions and then accept the consequences.
- For a child to learn to take personal responsibility they will need plenty of support and practice.

# Positive Guidance Strategies

## Use “When...Then” Statements

- A “when...then” statement is a simple instruction that tells children what he or she must do in order to earn a desired consequence (what he/she wants to do).
- Set a reasonable time limit
- Follow through
- Be prepared for your child’s response--it may be “NO”
- Be consistent

# Positive Guidance Strategies

## Catch Good Behaviors

- Did you ever stop to think about how much time is spent telling children what they should not do?
- Instead, try giving specific, positive attention to the behavior that you want to see.
- This will teach children what you want them to do and increase the likelihood that this behavior will occur again and again.

# Positive Guidance Strategy



When you feel the child is displaying inappropriate behaviors, take a moment to ask yourself the following:

1. Is it you or the child?
  - a) Yes, it is me...redirect yourself, use techniques to regain composure
  - b) No...go to next question
2. Can they do what you expect?
  - a) No...reflect on your expectations; are they too high or low, does the child understand the expectations, are they capable
  - b) Yes...go to next question
3. Did they know it was wrong?
  - a) No...child is unaware of the bad choice, does not understand or an accident
  - b) Yes...child misbehave & a consequence is awarded

# Positive Guidance Strategy: Redirecting

Redirecting is a proactive teaching strategy used to address challenging behavior BEFORE it escalates or continues.

## **Redirecting:**

- Allows a teacher to guide children to engage in alternative behaviors that are more acceptable.
- Consists of instruction and simple cues teachers can easily embed into teachable moments throughout the day.
- Is one of multiple proactive teaching strategies teachers use in combination with other strategies (e.g., creating classroom rules, clearly stating expectations for classroom behaviors).

## **Redirecting:**

- Stops a child from engaging in a challenging behavior before it escalates.
- Re-engages a child with appropriate activities which is key to maximizing learning time.
- Maximizes learning time for all children in the classroom as they will not be distracted by the challenging behavior.



# Positive Guidance Strategy: Redirecting

## **KEY STEPS IN REDIRECTING BEHAVIOR**

How do I redirect to prevent a challenging behavior from escalating or continuing?

- Minimize attention to the challenging behavior.
- Provide a clear description of the behavior expected from the child (e.g., “You can ask for a turn nicely,” or “We play with the trucks by driving them on the carpet.”)
- Provide positive attention and/or feedback (e.g., “That’s playing with the trucks safely, Miguel! I see you are driving them on the carpet.”), or access to the desired material as soon as it is available.

## **WHEN TO USE REDIRECTING**

- When a child is off task, it can be used to redirect attention to the task.
- When a child uses materials inappropriately, it can provide a reminder of how to use the materials properly.
- When a child talks out of turn, it can help the child wait for a turn.
- When a child gets upset by a situation, it guides the child away from that situation. A teacher can also use this opportunity to address the child’s feelings and engage the child in an alternate activity

## TYPES OF REDIRECTING

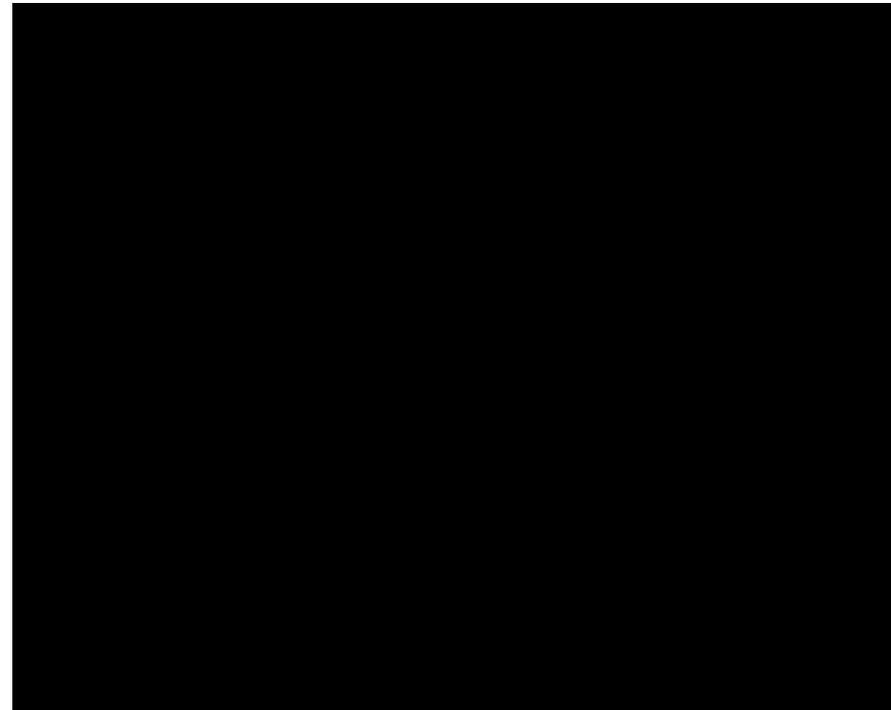
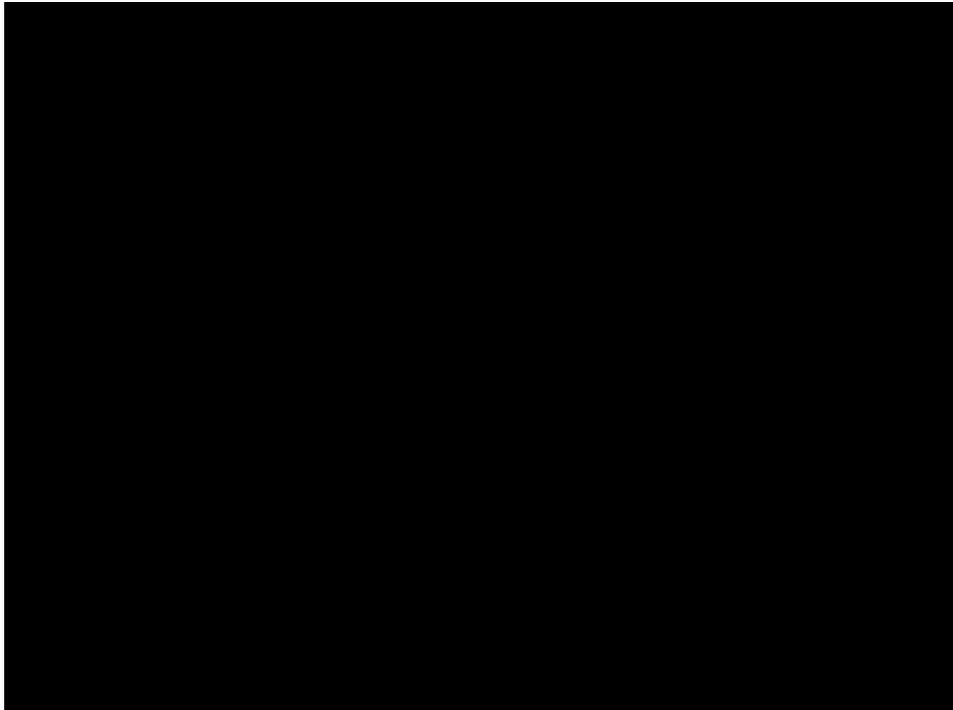
Four types of redirecting are most used in the preschool classroom:

1. **Verbal redirecting:** A teacher gives an instruction which distracts the child from the challenging behavior and directs him to a more appropriate activity.
2. **Physical redirecting:** A teacher physically prevents a child from engaging in a challenging behavior and redirects her to an alternative or new activity.
3. **Visual redirecting:** Teacher redirects with a cue that is visual or gestural (e.g., a picture or gesture).
4. **Proximal attention:** Redirecting attention to a positive model in a child's proximity (proximal attention): For example, a teacher draws attention to a nearby child who is engaged in an appropriate behavior.



# Video Clips: Redirecting examples

---



Using Logical  
Consequences

- Conscious  
Discipline Skills

<http://www.youtube.com/watch?v=KukQfLvqCk8>

# Recap: For children to be successful

Teachers need to:

- Be assertive & tell the child what to do
  - Rules, boundaries, expectations
- Teach the children how to do it
  - Show, model, review, reinforce
- Give them choices to help focus on the children becoming successful
- Give encouragement every step of the way

# Problem Solving Activity

**Activity overview:** This activity provides participants an opportunity to think through how they can support children in problem solving situations. Even for teachers, sometimes it can be challenging to come up with solutions to problems.

## **Directions:**

1. Read the problem.
2. Next, on your own, think of supports you can provide to help the children in the problem situation.
3. Finally, look at the *Tools for Teachers: Visuals of Problem Solving Ideas* handout and choose two pictures, or solutions, that can be used to solve this problem.



# Redirecting Activity: Developing Responses

Situation	Redirecting Response
A child takes a toy from a classmate	
While transitioning outside, a child gets distracted and walks towards the dramatic play area	
A child cries, "It's mine!" when a classmate begins playing with the toy he or she was recently using	
During circle time, a child leaves the circle and wanders to the block area.	
While on the playground, a child jumps into the middle of a hopscotch game taking a classmate's turn	
During snack time, a child takes fruit from a classmate's plate.	
When free choice time is over, a child says, "I don't want to stop playing at the water table"	

# What is Self Esteem

The extent in which children feel accepted and valued by adults & peers who are important to them

- It involves developing a sense of self-worth by feeling lovable and capable
- Children tackle this task differently at different developmental ages

# Self Esteem

- **Children with healthy self-esteem grow into self-confident adults.**
- **Neither parents nor teachers can give self-confidence to a child. It must be developed from within.**
- **We can help by giving a blend of acceptance, affection, limits and appropriate expectations.**

# Fostering Self Esteem

Video clip 1

<http://www.youtube.com/watch?v=ASpyeZ6ZP-o>

Video clip 2

<http://www.youtube.com/watch?v=joqVklInnPoY>

# What is Active Supervision

- **Supervision at all times**
- **Supervision is the basic prevention of harm**

## **MUST KNOW**

- 1. How many children in your care at all times**
- 2. Be aware of indoor & outdoor environments and layout of childcare center**
- 3. Be aware of hazards & risks**



# Active Supervision

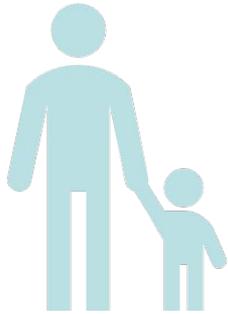
- Read the Active Supervision handout and complete the handout.
- JETS policy for active supervision aligns with the handout
- Teachers need to use the name to face method when counting kids during transitions and not just count



# Safety Elements for Caregivers

- Young children rely on adults to ensure their safety
- Families trust the caregiver taking care of their child
- Injuries to young children can have a negative impact on their development
- Important job
- Providing a safe & nurturing environment not an easy task

# Safety Hazards



***Each caregiver is always to ensure the safety of the children in their care ...***



***Brainstorm some safety hazards that can occur or are present in a childcare setting***

# Prevention

***What can you do  
to prevent each  
safety hazard  
listed...***

***Next to each of the  
hazards you  
brainstorms, write  
a preventive  
solution***

# Safe & Healthy Learning Environment

What are ways to maintain  
a safe, healthy learning  
environment?

Create welcoming  
learning environment

Avoid accidents

Promoting healthy  
behaviors

Forming  
Relationships

Setting  
boundaries

# Child Abuse & Neglect

If you suspect,  
What do you do?

- Gather as much information as you can
- Trust your instincts
- Take notes
- Talk to your supervisor or director, no one else
- Look at the facts

## Remember

- It is important to know the families:
- Is it abuse or different culture
- Discipline vs. abuse
- Don't ignore your suspicions about the way someone is behaving

# Reporting

- If you suspect child abuse
- It is your responsibility by law to report it to the proper authorities not your supervisor or director or anyone

- In Texas

- **Two Ways to Report Abuse**
- **1-800-252-5400**

Call the Abuse Hotline toll-free 24 hours a day, 7 days a week, nationwide.

- [www.txabusehotline.org](http://www.txabusehotline.org)

Make your report through our secure web site and you will receive a response within 24 hours.

- *We cannot accept e-mail reports of suspected abuse or neglect.*

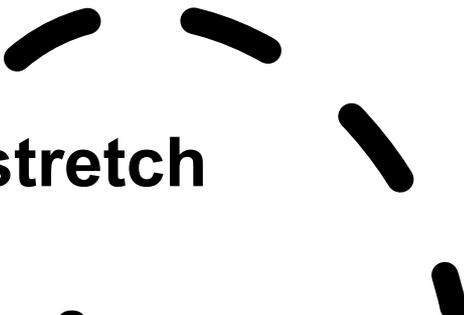
***By providing consistent & responsive caregiving, you can ensure that a child will have the best opportunity for healthy emotional & social development***

***Every important caregiver has the potential to help shape a child's future***





*Take a  
break  
before  
you  
begin*

- 
- **Stand up & stretch**
  - **Inhale deeply & exhale slowly**
  - **Walk around**
  - **Bathroom break if needed**

# Health & Safety



The next 2 slides will have links to online health and training.



Use the remainder of the time to do them



This completes Pres-service Phase 1