THIS CHILD, EACH CHILD
WILL GROW AND LEARN

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Center for the Young Child

In partnership with:

OHIO Early Intervention

Ohio | BOLD BEGINNING!

Ohio | Department of Education

A Guide for Early Childhood Supervisors for the Online Module: This Child, Each Child Will Learn and Grow

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INTRODUCTION

DURING THE EARLY YEARS OF A CHILD'S LIFE,
the brain develops a million new neural connections each second.

You provide learning opportunities that mold and shape these connections for each child.

Daily, in all of the big and small moments, you and your staff implement practices that emphasize the importance of understanding and noticing the development of each child. This practice of noticing and prioritizing the unique strengths and needs of the whole child creates high-quality early childhood settings.

What do the staff in your setting need in order to be prepared to use everyday moments to make a difference in a child's development?

Use this Guide for Early Childhood Supervisors with your staff to facilitate a deeper understanding and application of the training module, _This Child, Each Child Will Grow and Learn_. This guide supports the implementation of best practices learned in the training module to:

- understand the importance of developmental milestones,
- recognize developmental differences and identify resources to support each child's growth and learning, and
- communicate and effectively engage with families about each child's development.

HOW TO USE THIS GUIDE

Tailor-made for supervisors and administrators, this guide lays out step-by-step tips to support early childhood professionals who have completed the online training module, *This Child, Each Child Will Grow and Learn.* The guide provides tools that empower your staff to immediately put into action what was learned!

Use this guide to determine areas of focus, follow the worksheets to plan, and achieve goals. Here is what the guide provides:
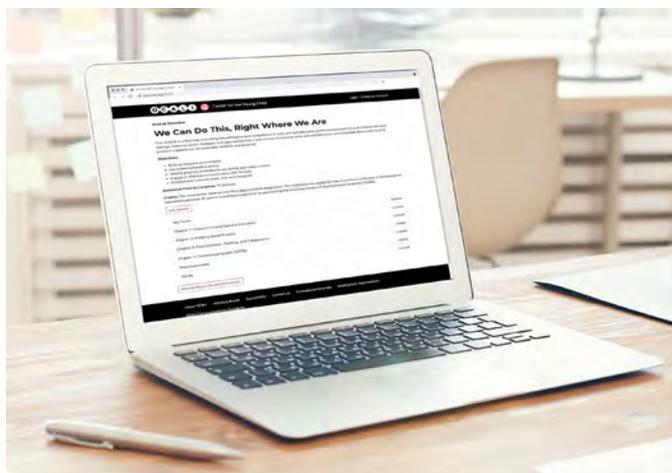
The Supervisor's Checklist

Review a checklist of the topic areas covered in the online training module, chapter by chapter, so you can focus on supporting staff with recognizing developmental milestones and possible developmental differences. This allows flexibility to have staff collectively work together or take an individualized approach. Either way, you prepare your staff to make quality improvements.

Chapter Summaries

A brief summary of each training module chapter provides highlights and key points.

Pause and Ponder Page

This one-page summary presents a critical topic from the online training module. Use this with your staff and for your own reflection and investigation of concepts. Then refer to the question prompt to spark curiosity, contemplation, and dialogue about the topic.

Action Plan Worksheets

These one-page worksheets are designed as collaborative tools to aid staff members in putting into practice what was learned. Use each worksheet to guide discussion about changing practices or select specific worksheets for your staff to complete independently. These concise worksheets are intended to generate ideas and support logical application in everyday settings. Each worksheet includes the following sections:

- **Observe and Plan:** Prior to putting any new practice in place, there needs to be preparation! This section prompts staff to take time to observe their own practices. Then, staff move on to considering what they are inspired to change to ensure ALL children in their setting are able to grow, learn, and develop. Staff are encouraged to complete this sentence, "I am inspired to…" and describe what action they want to take.

  Example: I am inspired to include developmental monitoring in my setting by selecting and using a milestones checklist.

- **Try It Out:** Now it's time to try it out! A table of prompts organizes you and your staff to create an action plan to put a new practice, strategy, or change in place. Think about your end goal and why it is important. Complete the who, what, when, where, and how questions with staff to intentionally plan.

Example:

Effective action planning challenges you to ask yourself important questions. Think about your end goal and why it is important!	
WHO is the focus of my plan?	Maria, a 3-year-old who attends full-day childcare, often sits in a corner of the freeplay area alone, not seeking out toys or peers. When presented with a toy, she does not play imaginatively with it. Instead, she bangs it on the floor.
WHAT action steps are needed?	To learn more about Maria I will: • select a developmental milestones checklist to use • set aside times during daily routines to observe Maria's play with objects/peers • collaborate with team members to gather more information • connect with Maria's family to see what they notice at home • use my observations and checklist to communicate with Maria's family about her developmental milestones and any concerns • obtain a developmental screening, if needed
WHEN is the ideal time to act?	I will set aside a few minutes each day to observe and mark my checklist during daily routines
WHERE should the action occur for best results?	I will conduct my monitoring at the freeplay area, snack table, outside playground, and circle-time area
HOW will I put the action plan in place?	I will: • collaborate with my supervisor/team to identify and select a developmental milestones checklist I am comfortable using • create a schedule to conduct my checklist observations throughout the day • review my data and select a time and place to share results with the family • learn the locations where a developmental screening can be obtained • review my process for using a developmental checklist and find ways to embed the practice of monitoring into daily routines to benefit other children in my setting

- **Keep Data:** Growth and change are measured by keeping track of what the baseline is (what was happening before a new strategy or practice was put in place) and what occurs following the use of a new strategy or practice. This section provides questions for staff to consider how to gather data and monitor progress as an early childhood professional.

- **Reflect:** After making a change, it is important to pause and reflect. Guide staff to understand what they are doing, why they are doing it, and how it is working, using reflective questions. This allows you to focus on what works together.

- **Engage Families:** Valuing, respecting, and recognizing the vital role parents and family members play in supporting children's development is essential. This section provides a space to consider the ways information is shared with families. Effective communication by staff supports the whole child and shows families they matter!

- **Supervisor Follow-Up:** Commit to a time for reconnecting with your staff to provide an opportunity for reflection and ongoing communication.

Seeking Resources

Links and resources included in this section provide practical information from recognized experts in the field on early childhood inclusion.

SUPERVISOR'S CHECKLIST

See something that sparks your interest? Use the checklist to help prioritize areas of focus, then find the corresponding *Pause and Ponder Page or Action Plan Worksheets* as guides.

MODULE CHAPTERS	I HAVE AN INTEREST IN:	CHECK THE BOX	PAUSE & PONDER PAGE	ACTION PLAN WORKSHEET
UNDERSTANDING AND NOTICING DEVELOPMENT	Considering the WHOLE child		A	
	Taking notice and sharing about development			1
DISABILITY AND EVERYDAY INTERACTIONS	Supporting each child's progress			2
DEVELOPMENTAL MONITORING AND SCREENING	Monitoring development			3
	Investigating developmental screening			4
FAMILY ENGAGEMENT	Communicating with families			5

CHAPTER 1
SUMMARY

Understanding and Noticing Development

Each sight, sound, touch, taste, smell, and every interaction adds new information to help a child make sense of the world, and you are a part of it. Just like the foundation of a building, developmental milestones build upon one another, leading to new abilities as each child grows. Understanding and noticing each child's developmental milestones within specific developmental domains informs the planning of activities, structuring of settings, and establishing routines so that all children can grow and learn together. Recognizing concerns and talking about them with families makes a positive impact because acting early is essential to making a difference in a child's development.

"Developmental milestones offer important clues about a child's developmental health. Reaching milestones at the typical ages shows a child is developing as expected. Reaching milestones much earlier means a child may be advanced compared with his or her peers of the same age. Not reaching milestones or reaching them much later than children the same age can be the earliest indication that a child may have a developmental delay."

Centers for Disease Control and Prevention

PAUSE & PONDER A:

CONSIDERING THE WHOLE CHILD

Use this page with staff to spark curiosity, facilitate dialogue, and inspire self-reflection.

Engaging children in warm, meaningful back and forth exchanges within a safe environment and with language-rich opportunities, helps build brain connections. As an early childhood professional, you make a difference by tracking each child's development and sharing what you notice in these five developmental domains:

Social and Emotional Development is a child's ability to label and express feelings and understand the emotions of others. It is a child's need to feel cared for, safe, and have opportunities to form relationships, play, and interact every day with peers, staff, and family.

Physical Well-being and Motor Development is a child's ability to use large and small muscles to produce movements, to touch, grasp and manipulate objects, and to engage in physical activity. A child's health and well-being, which includes healthy habits, such as nutrition and self-help is part of this domain.

Approaches Toward Learning is a child's engagement with the setting, attention span, interests, or challenges which impact how that child interacts with the world and participates in learning.

Cognition and General Knowledge is a child's ability to think, explore, and figure things out to build the knowledge, skills, and problem solving they need to understand the world around them. For a child, *play* is the essential work, which leads to learning and reasoning across many areas of development.

Literacy and Language is a child's ability to experience and interact with gestures, sounds, spoken words, printed formats, and writing materials as they engage with others and the environment. Early literacy skills include a child's understanding of printed words, stories, letter sounds and rhyming, and letter recognition.
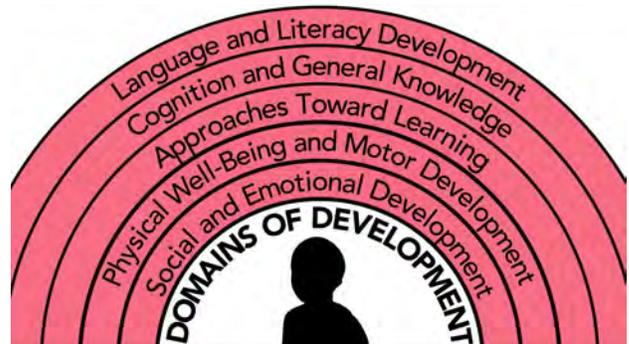
PAUSE & PONDER…

How do I intentionally focus on the WHOLE child to build a strong foundation for development?

TAKING NOTICE & SHARING

Observe and Plan

Development is an ongoing process that happens quickly in early childhood. Considering the WHOLE child means understanding that development in each domain influences, overlaps, and intertwines with the others. Taking notice of each child's strengths and concerns should be a regular part of observation. What do the observations of each child's developmental milestones signal to you? How will you share these observations with each family? Make a plan to strengthen each child's development.

> **I am inspired to intentionally notice and share about each child's development by:**

Try It Out

Take notice! Observe during daily activities and plan to share.

Effective action planning challenges you to ask yourself important questions. Think about your end goal and why it is important!	
WHO is the focus of my plan?	
WHAT action steps are needed?	
WHEN is the ideal time to act?	
WHERE should the action occur for best results?	
HOW will I put the action plan in place?	

Keep Data
Ask yourself these questions for data tracking to enhance your skills as an early childhood professional:
- How often will I set up checkpoints to review and revise?
- What additional support (staff support, equipment, resources) will I need to reach my goal?
- How can I keep track of progress in stages to the end goal (one step at a time)?

Reflect
Step back from your day and consider your thoughts and feelings about the experience. Take time to wonder with these questions:
- How can I intentionally focus on developmental milestones?
- What differences in development do I notice about each child?
- How will I record my observations?
- How will I share milestones and concerns? Who do I need to share them with?

Engage Families
Recognizing the WHOLE child means understanding the important role each family plays in a child's development. Routinely talking and connecting with parents about development engages them to build trust and recognize you, the early childhood professional, as a valued source for information. Sharing developmental milestones, responding to questions, and listening to concerns empowers families to track the development of their child!

Supervisor Follow-up
I will reconnect with my staff member on _____ to provide an opportunity for reflection and ongoing communication.
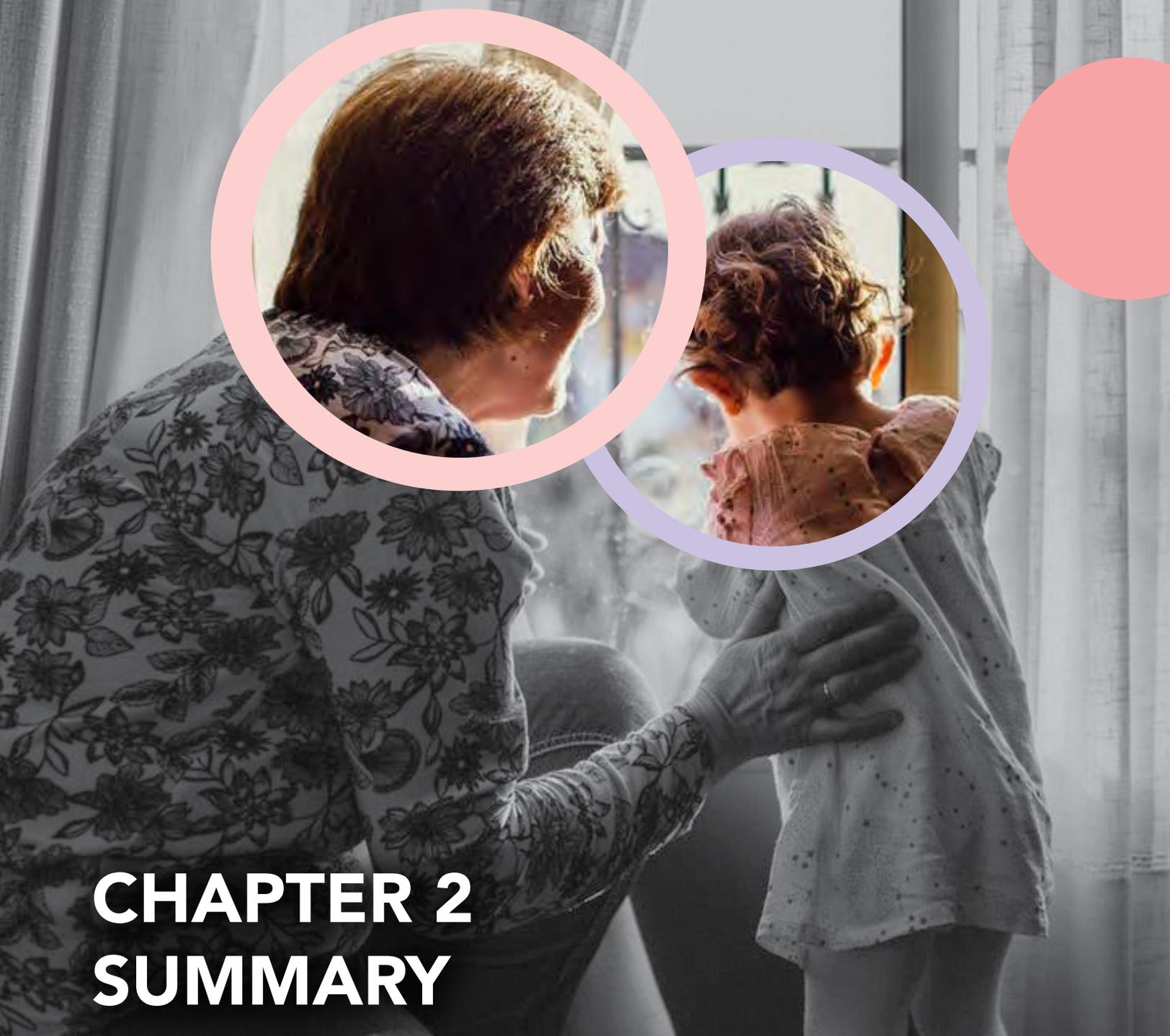
CHAPTER 2 SUMMARY

Disability and Everyday Interactions

Chances are you know or love someone with a disability. You might be caring for a child with a disability or who is at risk for a developmental delay right now.

What does disability mean? A disability is defined as a physical, cognitive, or behavioral impairment that substantially limits one or more major life activities. Disability brings strengths and challenges to an individual and the way they interact with others and the world around them. Disability means different things to different people, in every environment, and in each circumstance. Each of us brings our own unique experiences to the way in which we define disability.

"About 1 in 6 children aged 3–17 years were diagnosed with a developmental disability, as reported by parents."

Centers for Disease Control and Prevention

SUPPORTING PROGRESS

Observe and Plan

Welcoming each child into your setting and establishing opportunities for progress starts with noticing each child's development. A child who is not meeting developmental milestones, has a diagnosed developmental disability, or has specialized health care needs should be considered as you set up a learning environment and activities to support play, interaction, and fun for all! What small changes or adjustments can be made to approaches, settings, or daily routines to support each child's growth and learning?

I am inspired to make a change or adjustment to my approach to support each child by:

Try It Out

Once you have decided to make adjustments, begin by making a child's participation your goal.

Effective action planning challenges you to ask yourself important questions. Think about your end goal and why it is important!	
WHO is the focus of my plan?	
WHAT action steps are needed?	
WHEN is the ideal time to act?	
WHERE should the action occur for best results?	
HOW will I put the action plan in place?	

Keep Data

Ask yourself these questions for data tracking to enhance your skills as an early childhood professional:

- How often will I set up checkpoints to review and revise?
- What additional support (staff support, equipment, resources) will I need to reach my goal?
- How can I keep track of success in stages to the end goal (one step at a time)?

Reflect

Step back from your day and consider your thoughts and feelings about the experience. Take time to wonder with these questions:

- How does my experience and definition of disability impact my interactions with children?
- What adjustments am I making to support ALL children?
- How do my relationships and partnerships include all children in my setting?

Engage Families

It is essential to share with families when you notice or have concerns about a child's development. Communicate strengths and challenges for a child, referencing the five developmental domains. Explain how all the domains combine to impact a child's growth and learning. Provide information to assist families in setting expectations, and together decide on changes or adjustments to support their child's development.

Supervisor Follow-up

I will reconnect with my staff member on _____ to provide an opportunity for reflection and ongoing communication.

CHAPTER 3 SUMMARY

Developmental Monitoring and Screening

Developmental monitoring and screening guide the observation of developmental milestones. Both offer a way to track each child as they grow and learn, and identify potential developmental concerns. They build awareness of a child's development, which supports families and professionals in knowing what to anticipate next.

Anyone involved in a child's life can participate in **developmental monitoring.** It's an ongoing process to celebrate the development of the child. Information from milestone checklists helps guide discussions with parents, doctors, and other early care and education professionals.

Developmental screening is a formal process using specific evidence-based tools that is carried out by a trained professional. Screenings cannot diagnose a child, but indicate the need for further developmental evaluation.

The tools used for developmental monitoring and screening need to consider a child's home language, culture, strengths, needs, preferences, medical history, and environment, which might influence that particular child. All of these elements may impact a child's development and need to be recognized in your information-gathering process.

There is an old African proverb that says, "It takes a village to raise a child." In today's social world, the networks of relationships you form create your modern-day village—grandparents, neighbors, teachers, friends, and others who touch your life directly or indirectly. Everyone in the village can play a part in monitoring your child's development.

HealthyChildren.org from the American Academy of Pediatrics

Center for the Young Child

MONITORING DEVELOPMENT

Observe and Plan

Developmental monitoring is defined as observing and noting specific ways a child plays, learns, speaks, acts, and moves every day in an ongoing way. As an early childhood professional, you are equipped to use observation skills along with objective monitoring tools to track progress. Use developmental checklists to support your observation skill development; recognition of developmental milestones; and identification of potential concerns. These tools provide a concrete way to discuss development with families and encourage tracking at home. What opportunities throughout your daily activities and routines are used to monitor progress?

I am inspired to include developmental monitoring in my setting by:

Try It Out

Use developmental checklists to monitor each child's milestones. Record what you notice and then share it with families.

Effective action planning challenges you to ask yourself important questions. Think about your end goal and why it is important!	
WHO is the focus of my plan?	
WHAT action steps are needed?	
WHEN is the ideal time to act?	
WHERE should the action occur for best results?	
HOW will I put the action plan in place?	

Keep Data

Ask yourself these questions for data tracking to enhance your skills as an early childhood professional:

- How often will I set up checkpoints to review and revise?
- What additional support (staff support, equipment, resources) will I need to reach my goal?
- How can I keep track of success in stages to the end goal (one step at a time)?

Reflect

Step back from your day and consider your thoughts and feelings about the experience. Take time to wonder with these questions:

- How has monitoring development become a part of my routine and process?
- In what areas of my day can I make monitoring development intentional?
- How am I using developmental information to adjust activities and routines to support each child?
- What ideas do I have about sharing the information gathered during developmental monitoring?

Engage Families

Developmental monitoring provides an objective way to track a child's milestone progress that can be shared with families. Beginning a conversation might be scary or intimidating, but using a completed developmental checklist as a guide provides reliable, credible information for the conversation. Share resources families can use at home to track development to build understanding of developmental milestones, guide expectations, and identify needs for additional information and support.

Supervisor Follow-up

I will reconnect with my staff member on _____to provide an opportunity for reflection and ongoing communication.

DEVELOPMENTAL SCREENING

Observe and Plan

Developmental screening is a more formal process using evidence-based tools to determine if a child's development is on track across all the developmental domains. Administered by a trained professional, screenings gather specific information about a child's development related to their age. These tools do not diagnose a child with a specific delay, condition, or disability, but provide important information for early childhood professionals. Screening tools are used to assess the need for further developmental assessment and/or evaluation. Whether you are trained to administer developmental screenings; want to know where to refer a child for screening; or want to learn how to become a screener -- discuss professional development options with your supervisor.

Developmental screenings are a component of high-quality early childhood practices. Following a developmental screening, obtain and discuss results with families and if there are concerns decide together what happens next to support the child and family's goals.

I am inspired to use the results of developmental screenings to act early and take next steps by:

Try It Out

Seek screening options available in your setting, identify outside resources, or become trained yourself.

Effective action planning challenges you to ask yourself important questions. Think about your end goal and why it is important!	
WHO is the focus of my plan?	
WHAT action steps are needed?	
WHEN is the ideal time to act?	
WHERE should the action occur for best results?	
HOW will I put the action plan in place?	

Keep Data

Ask yourself these questions for data tracking to enhance your skills as an early childhood professional:

- How often will I set up checkpoints to review and revise?
- What additional support (staff support, equipment, resources) will I need to reach my goal?
- How can I keep track of success in stages to the end goal (one step at a time)?

Reflect

Step back from your day and consider your thoughts and feelings about the experience. Take time to wonder with these questions:

- What is the process to access developmental screenings and obtain results through my center, school, agency, and/or community?
- What information have I learned from the developmental screening to guide planning for each child and collaborating with families?
- How will I coordinate with families to link them with resources and support when there are developmental concerns?
- What opportunities are available to me to increase my knowledge and skills related to developmental screening?

Engage Families

Families know their child and want what is best for them to grow and learn. The results of the developmental screening build awareness of a child's development -- milestones met, and those yet to be achieved. Discuss results and any concerns with the family, then decide together what happens next to support the child and family's goals. Provide the family with copies of screening results and use the information to guide decision making if referrals for additional screening, evaluation, or resources are needed. Act early to make sure each child has the best possible start in life!

Supervisor Follow-up

I will reconnect with my staff member on _____to provide an opportunity for reflection and ongoing communication.
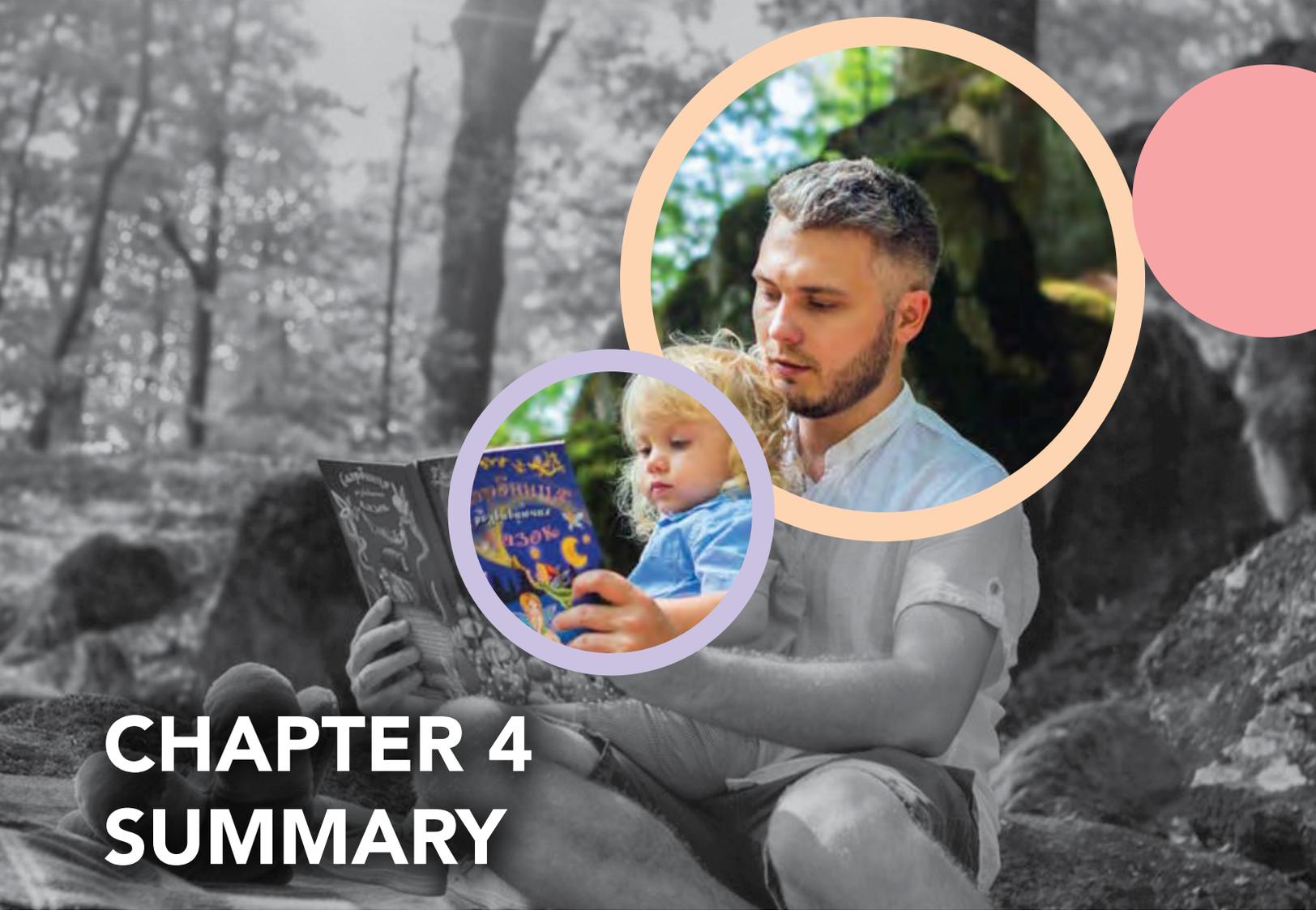
CHAPTER 4 SUMMARY

Family Engagement

The connections you have with families are ongoing and interactive. Communication might be informal, like a greeting in the morning, other times it may be formal such as scheduling a conference or sharing written materials. Find out how families prefer to get information and share with them in this format.

Taking the time to understand and notice a child shows families you truly care. You build trust with families when the information you share is reliable and reputable.

Pause, take a step back, and actively listen to what families communicate! Be curious to know what a child does at home since what happens with you in your setting may be different. Respect and be knowledgeable about the culture, values, priorities, routines, and goals each family has for their child. Your positive relationship with the family is important, particularly when discussing developmental concerns. Allow time for families to process and acknowledge when there might be a concern. Be confident in your ability to build trusting relationships and engage with families to support each child's development and learning.

> "Family engagement skills are key to developing trusting relationships with families. Ideally, parents should feel comfort and safety with the professionals supporting their child and family. Just as it is best to let a child take the lead in play, it is helpful to let the parent take the lead in expressing hopes, dreams, and concerns about their child."
>
> *Zero to Three*

COMMUNICATING WITH FAMILIES

Observe and Plan

You have an essential role in each child's development that extends beyond the activities within your setting. As an early care and education professional, engaging and communicating with a family plays a role in each family's process of recognizing, understanding, and taking action related to developmental concerns. Provide clear, honest, and respectful communication when sharing concerns across different areas of development. Objectively share observations and information finding ways to conduct conversations that set families on a positive path.

I am inspired to connect and communicate with families about a child's growth and learning by:

Try It Out

Provide ongoing and consistent communication with each family when sharing developmental milestones and concerns.

Effective action planning challenges you to ask yourself important questions. Think about your end goal and why it is important!	
WHO is the focus of my plan?	
WHAT action steps are needed?	
WHEN is the ideal time to act?	
WHERE should the action occur for best results?	
HOW will I put the action plan in place?	

Keep Data

Ask yourself these questions for data tracking to enhance your skills as an early childhood professional:

- How often will I set up checkpoints to review and revise?
- What additional support (staff support, equipment, resources) will I need to reach my goal?
- How can I keep track of success in stages to the end goal (one step at a time)?

Reflect

Step back from your day and consider your thoughts and feelings about the experience. Take time to wonder with these questions:

- What steps have I taken to build a relationship with families?
- How am I supporting opportunities for families to share questions and concerns?
- What ideas do I have to set up formal, informal, convenient, and intentional communication with families?
- How do I show respect for each family's culture, values, priorities, and expectations for their child?

Engage Families

Families experience a range of emotions and reactions when developmental concerns are shared. Raising concerns might shift a family's image of their child. Listen and share information in a positive, non-judgmental manner. Regardless of the family's response, you promote understanding of early childhood development with concrete information that can be shared with a health care provider or other professional. Stay connected with families as they explore additional support to address the concerns.

Supervisor Follow-up

I will reconnect with my staff member on _____ to provide an opportunity for reflection and ongoing communication.

SEEKING RESOURCES

Understanding and noticing development equips you to welcome ALL children into your setting, support each child's growth and learning, and effectively engage with their families. Seeking resources from recognized experts and sites allows you to find, use, and share information so each child and family in the early childhood setting can thrive.

Use the following resources as a starting point to learn more about:

Making Referrals:

- Local School District
- Help Me Grow Central Intake
  - Ohio Early Intervention
  - Home Visiting
- Ohio Early Childhood Mental Health
- Ohio Child Care Resource and Referral Agencies

For a comprehensive listing of services and supports for children and families, go to

- BOLD Beginning!

Understanding and Noticing Development:

- **Ohio's Early Learning and Development Standards**
  http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Ohios-Kindergarten-Through-Grade-3-Learning-and-D
- **Resource Guide: Child Development Resources for Families and Providers (PDF)**
  https://childcareta.acf.hhs.gov/sites/default/files/public/rg4echilddevelopmentresourcesforfamiliesandproviders.pdf

Disability and Everyday Interactions:

- **Infographic: Young Children with Special Needs**
  https://eclkc.ohs.acf.hhs.gov/children-disabilities/publication/infographic-young-children-special-needs
- **Many Faces of Autism**
  https://autismcertificationcenter.org/
- **OCALI Lending Library**
  https://www.ocali.org/project/lending_library
- **Ohio Preschool Special Education**
  http://education.ohio.gov/Topics/Early-Learning/Preschool-Special-Education
- **Working with Families of Children with Special Needs**
  https://www.virtuallabschool.org/preschool/family-engagement/lesson-4

Developmental Monitoring and Screening:

- **CDC's Developmental Milestones**
  https://www.cdc.gov/ncbddd/actearly/milestones/index.html

- **Learn the Signs. Act Early. Free Developmental Monitoring Materials for Early Childhood Professionals and Parents**
  https://www.cdc.gov/ncbddd/actearly/index.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc. gov%2Factearly%2Findex.html

- **Milestones in Action: Photos & Videos**
  https://www.cdc.gov/ncbddd/actearly/milestones/milestones-in-action.html

- **Screening: The First Step in Getting to Know a Child**
  https://eclkc.ohs.acf.hhs.gov/physical-health/article/screening-first-step-getting-know-child

Family Engagement:

- **DEC 2014 Recommended Practices** (PDF), **Family - pages 10-11** (PDF)
  https://divisionearlychildhood.egnyte.com/dl/7urLPWCt5U/

- **First Words Project**
  https://firstwordsproject.com/

- **Promoting Family Engagement: Communicating with Families**
  https://www.virtuallabschool.org/preschool/family-engagement/lesson-3

- **Information for Families to Track Milestones**
  https://www.cdc.gov/ncbddd/actearly/parents/index.html

- **Tips for Talking with Parents about Developmental Concerns** (PDF)
  https://www.cdc.gov/ncbddd/actearly/pdf/CDC_LTSAE_TipsForTalkingWithParents_AppBadge-508.pdf

- **Your Child's Development: Age-Based Tips from Birth to 36 Months**
  https://www.zerotothree.org/resources/series/your-child-s-development-age-based-tips-from-birth-to-36-months

National Resources

ACT Early - Centers for Disease Control and Prevention

DEC (Division of Early Childhood Council for Exceptional Children)

ECTA (Early Childhood Technical Assistance Center)

NAEYC (National Association for the Education of Young Children)

National Head Start Association

Zero to Three

State Resources

BOLD Beginning!

Help Me Grow

Ohio Child Care Resource and Referral Association

Ohio Department of Developmental Disabilities

Ohio Department of Education

Ohio Department of Health

Ohio Department of Job and Family Services

Ohio Department of Medicaid

Ohio Department of Mental Health and Addiction Services

Ohio Early Intervention

Local Resources

Community Faith-based Organizations

County Boards of Developmental Disabilities

Early Childhood Mental Health Supports

Family and Children First Council

Head Start and Early Head Start Programs

Help Me Grow Home Visiting

Libraries

Local Schools

Medical Providers

Recreational Centers

Volunteer Agencies

Looking for More?
Contact OCALI's Center for the Young Child at cyc@ocali.org

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