



SHORT VIDEO INFORMATION SHEET

Watch Me Grow!

This video podcast explores basic principles of child development that can be helpful to understand when supporting and individualizing care for infants and very young children.

Reflection Questions

1. Can you think of examples from your own experience that illustrate how individual children develop at their own pace and rhythm?
 2. How could you individualize for children in your care considering what was shared in this podcast?
 3. Can you think of specific examples of activities that an infant or young child might engage in that involve multiple developmental domains at the same time?
 4. Do you think that the information shared in this podcast would be helpful for parents? How?
-

Related Resources:

- Learn the Signs. Act Early Developmental Milestones. Centers for Disease Control and Prevention (CDC). <http://www.cdc.gov/ncbddd/actearly/milestones/index.html>
- Head Start Bulletin. Curriculum. Issue No. 67. Washington DC: Department of Health and Human Services/Administration for Children and Families/Office of Head Start, 2000. http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/4DB1ABE0F87EF38CE4C86E700B58475A.pdf
- Early Head Start National Resource Center. School Readiness Goals for Infants and Toddlers in Head Start and Early Head Start Programs: Examples from the Early Head Start National Resource Center. Washington, DC: Department of Health and Human Services/Administration for Children and Families/Office of Head Start/Early Head Start National Resource Center, 2012. <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/docs/school-readiness-goals-infants-toddlers.pdf>

Relevant Head Start Program Performance Standards

1304.21 Education and early childhood development.

(a) Child development and education approach for all children.

(1) In order to help children gain the skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies' approach to child development and education must:

(i) Be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles;

(ii) Be inclusive of children with disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) (see 45 CFR 1308.19);

(iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition;

(iv) Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities; and

(v) Allow and enable children to independently use toilet facilities when it is developmentally appropriate and when efforts to encourage toilet training are supported by the parents.