

## Introduction to Early Head Start Resources

Laura Annunziata: Good afternoon, and welcome. We're happy to have you join us for the archived presentation of the webinar event "Introduction to Early Head Start Resources." I'm Laura Annunziata with the Early Head Start National Resource Center, the EHSNRC, in Washington, D.C. With me at the EHSNRC offices are Amy Hunter, Janice Im, and Sarah Merrill from the Early Head Start National Resource Center. Also, here today is Summer Harrington from the EHSNRC, providing technical assistance in our broadcast room. This presentation is intended for federal staff, T.A. providers, and the newly-funded Early Head Start, or EHS, program. Many joined us for this presentation on January 7, and others, like you, are accessing this as an archived event. Regardless of how you've joined us, we send you a warm welcome. Some of you are new to the Head Start family, some are adding Early Head Start services to your Head Start programs. Others are expanding already-existing EHS services. We're very pleased to have this opportunity to share this time with all of you today.

No matter how you're currently moving forward with integrating EHS services into your program, you're all going through a start-up process. Today's webinar highlights the first step in that process, "Utilizing Resources." I'd like to take a moment to introduce you to Sarah Merrill with the EHSNRC. Sarah will be helping to moderate today's event. She'll begin by sharing a brief overview of the start-up process. Sarah?

Sarah Merrill: Thanks, Laura. First of all, I'd like to congratulate each and every one of you as you begin this journey of serving the youngest children and the most vulnerable families in your community. You are undertaking an enormous task, and we are here to support your work at each step. As Early Head Start programs, it is so important to intentionally plan for and deliver thoughtful, comprehensive services. When Early Head Start programs were first funded, in the 1990s and early 2000s, they shared the importance of going through the four-step start-up process. We know that each of these four steps is important individually, and as they integrate to support full implementation in the compliance with the Head Start Program Performance Standards. Start-up planning and implementation occurs over a very short and busy time in the life of the program. The resources presented today will support your ability to work quickly and efficiently as you implement the highest quality services to children and families.

This start-up process helps programs better prepare for the delivery of Early Head Start services, and the four steps of start-up are: Step one, utilizing resources; step two, reviewing and developing management systems and procedures; step three, preparing for program services and activities; and step four, implementation. As Laura mentioned earlier, today, we're focusing on the first step -- utilizing resources. And you've actually started this step. While you wrote your grant application, you connected with community partners to learn about the local resources that could support your program in delivering quality services. The start-up process is outlined in a brief document called "Organizational Readiness Chart," which we've provided as a resource for this webinar. There are four pages which describe the start-up process, and then there is a chart that you can use to help keep track of your progress. Today, we will highlight additional resources that can also help you as you go through the remaining steps of preparing for the successful implementation of program services.

The resources that we will talk about today are available on and downloadable from the Web from the ECLKC, and the Web address is listed on the screen -- [eclkc.ohs.acf.hhs.gov](http://eclkc.ohs.acf.hhs.gov). The Early Head Start resources on the EHS Landing Page are available where the arrow is indicated on the slide. And you can access the resources within the key elements either from the left-hand bar or by selecting them on the center of the screen.

Also, the EHS Landing Page has the organizational readiness chart that I referenced earlier. You can find this chart by selecting "Organizational Profiles," as you see circled on the slide, and then selecting the "Organizational Readiness Chart." Resources were also sent directly to you in disc format within the EHS Resource Library. Two EHS Resource Library boxes were recently mailed directly to your contact on your grantee application. Many of you may have received this already. But if not, keep your eyes on your mailbox and stay in contact with the contact on your grantee application, because it should be arriving to your door soon. Now, before we delve further into the contents of this Resource Library, Laura, I'm hoping that you can take a moment to highlight the orientation events.

Laura: Sure, Sarah. The Office of Head Start is providing a series of orientation events. An EHS Resource Library is being sent to each new grantee. Today's webinar will explore some of the resources in the library. You will also attend a national orientation training conference in the Washington, D.C., Metro Area this winter. This conference will provide you with an opportunity to understand the Head Start Program Performance Standards and the key elements for successful management and full implementation of providing services for pregnant women, infants, toddlers, and families.

After you've attended the orientation, you'll participate in another webinar to be scheduled for spring 2010. The focus of the next webinar is to support you in any challenges you may face when the realities of planning and implementing services may not align with your initial plans. The Office of Head Start produced a webcast to give you better understanding of the Head Start family. This was aired on January 28. The webcast and webinars will be archived on the ECLKC for you to have ongoing access to the information. All of these events are aimed to help you walk the talk of your program plans with surer steps. I'm sure you're all ready to get started. Sarah, I'll pass the floor back to you so that you can share some information with us regarding available resources.

Sarah: Great. Thanks, Laura. And, yes, let's get started by going over what's inside the EHS Resource Library box. Well, first of all, inside, you'll find a letter from the Office of Head Start that provides a quick index of the contents. There is an electronic Resource Library or a disc booklet. This has a variety of materials that can help support you in the development of your program. It includes the EHS 101 Toolkit, audio conferences, webcasts, training and self-learning modules, and online lessons.

We'll highlight a few more of these in depth, as we go through today's webinar. Also, in the library box is the purple booklet which can be seen on the screen below the box on the left. This booklet is called "Caring for Infants and Toddlers in Groups, Developmentally Appropriate Practice." And this provides the latest information on the elements of quality care that support optimal development and learning for very young children. Along with this booklet, there is a "Behavior Has Meaning" wheel, which is a great tool to better understand a child's behavior. And we'll be sharing more on this topic later in the webinar. And, finally, there is a set of "Grow With Me" posters.

These are three posters that are divided by ages, and they provide a brief description of what's going on developmentally for that age bracket, as well as shares tips for what you as caregivers can do to support a child's development. There are also two "Zero to Three" journals, which are pictured on the slide below the resource box on the right. One journal is called "Language and Culture in Learning." And this journal features articles that speak to special considerations when supporting dual-language learners. The second journal is called "Preventing Childhood Obesity," and this one features articles that explore obesity prevention and treatment, and also shares information on what parents and other caregivers can do to address this growing threat to very young children. And, today, we'll be highlighting some of the electronic resources that are found in the disc booklet. That booklet is also seen on the screen just to the right of the big Resource Library box. So, how are we gonna do that? Well, Laura, can you share how today's format will be playing out for our viewers?

Laura: Sure, Sarah. We thought it would be helpful to highlight a few of the EHS resources; so, what Sarah and I will do is introduce a resource, tell you a bit about it, where you can find it, and introduce you to one of our guests who will share more information about the item and how it can be used. We'll be sharing questions throughout the webinar, and we'll post responses to the questions, even those we were not able to respond to during the live event on the ECLKC along with this archive presentation.

The first resource I'd like to share with you today is the EHS 101 Toolkit. The toolkit can be found in the disc booklet included in your Resource Library. It's also available on the ECLKC's Early Head Start Landing Page. You can see that link here -- circled -- on the slide. Janice Im, Senior Director of Programs with Zero to Three, and Sarah Merrill, with the EHSNRC, designed this resource. Janice is here with us today. Thank you for joining us, Janice. I'd like to ask you to share a little information with us about the toolkit.

Janice Im: Sure, I'd love to, Laura. The EHS 101 DVD is a self-guided toolkit that was designed to highlight the distinctions that are specifically related to serving pregnant women, infants, toddlers, and their families. The toolkit contains a total of six chapters, which you can see on the screen here. and includes an introduction to Early Head Start, early childhood development and health services, education and early childhood development, child health and safety and child nutrition, family partnerships -- services to pregnant women -- and the home-based program option.

Laura: Janice, I notice that the chapters correspond to the titles within the Program Performance Standards. Was that done on purpose?

Janice: I'm so glad that you noticed that: yes, absolutely. You know, one of the ease and use of benefits of the toolkit is that it is organized by the key sections of the Head Start Program Performance Standards. In fact, each chapter begins and is framed within the main objective of the Head Start Program Performance Standard for that particular section.

Laura: Janice, there are many programs joining us today that have recently received EHS funding. How can they use the EHS Toolkit during their start-up process?

Janice: Well, because the toolkit is grounded within the Head Start program Performance Standards, each chapter highlights key elements of quality, and helps to articulate a vision of service delivery to young children and their families, both of which are critical to start-up and ongoing implementation. Therefore, this toolkit really is a great way for newly-funded and expansion Early Head Start programs to orient their new staff members, policy council members, and community partners, and can also be used as a self-learning or a reflection tool as programs gauge where they are in implementing and individualizing their Early Head Start services, and as they develop ongoing professional development plans for their staff. The toolkit also contains a catalogue of resources, which can additionally serve to be a quick reference for programs.

Laura: Janice, I can see that the toolkit contains a lot of information. Could you give us an example of how a program might navigate through it?

Janice: Absolutely, I'd love to. Why don't we take a closer look into chapter three, as you can see on the screen here, "Education and Early Childhood Development"? And as previously shared, each chapter begins with the main objective of the Head Start Program Performance Standard section. So, as you progress through the chapter, there are just multiple layers which allow you opportunities to explore content more in depth at your one place.

So, for instance, there are short video clips which may contain an expert interview on an particular subject, help to deepen one's understanding by showing a practice in action, or provide research basis, as you'll see the one pulled up on the screen here. And in this one, Dr. Jack Shonkoff really poignantly explains how early relationships and experiences affect brain development. And if you were to play the video, you would see, even two brains -- a brain map showing a normal kind of functioning infant's brain, and one in which there may have been a lack of a quality relationship and experiences. So, I encourage folks to really take a look at that.

Getting back into chapter three, there are also "Read More" links as you'll see here circled on the screen, which provide an example or help further illustrate key concepts when selected There are also key word links, like this one on curriculum, so if you were to select that one, it would provide a definition of "curriculum" as it is outlined within the Head Start Program Performance Standards. And if you even want to obtain further information, dig a little even deeper, there are links to related resources such as relevant tip sheets, technical assistance papers, program strategy papers, and information memorandums that are specific to each chapter.

Laura: Janice, you mention that there's also a catalogue of resources in the toolkit. What else is included?

Janice: Well, the toolkit does include a variety of resources which are highlighted within each chapter. And so, if you go back to the main page, as you can see here on the screen, and select "Resources," you'll be able to pull up a variety of them, such as Early Head Start technical assistance papers, which provide clarification and in-depth information on a particular topic of interest to Early Head Start programs. You'll also find Early Head Start program strategy papers -- right here in blue, which are a series of five reports illustrating the experiences of Early Head Start programs and meeting the challenges of planning; so, you really get to hear some strategies from programs, as they speak through those papers.

The next resource that you'll also find are Early Head Start Tip Sheets. And I want to share that these are non-regulatory briefs that provide a basis for dialogue, clarification, and problem-solving on a particular issue or question. So, for instance, on this one that you see on the screen -- Tip Sheet Number 10 -- this one addresses the question of, how can an Early Head Start program have a written curriculum with lesson plans and still follow the baby's lead as he or she creates his/her own curriculum? There are also home-based program option publications, which are a set of four publications that address different aspects of the home-based program option. And each are from the perspective of a parent, supervisor, home visitor, and administrator. And then there are also information memorandums, which are issued by the Office of Head Start, three full-length videos.

The first is "Understanding Early Head Start." And this video is just wonderful to use with new staff or community partners, because it really provides an overview of what Early Head Start is. The next one is "Families Speak: The Early Head Start Experience." And this video shares three families' stories and how Early Head Start supported them and their children. It's really quite powerful because you really get to hear from the voices of families of what Early Head Start has meant to them. There's also "Head Start Beginning at Home," which is a really 'nother poignant video that focuses on Early Head Start home visiting.

So, all of these videos are really very valuable for programs, as their starting up and ongoing as they're sharing the store of Early Head Start with community members. Lastly, there are also direct Internet links to the Early Head Start National Resource Center, Office for Planning Research and Evaluation, where findings from the national Early Head Start evaluation can be obtained -- and of course, the Early Childhood Learning and Knowledge Center or ECLKC.

I think what's important to note is that all the resources that you'll find on the EHS 101 Kit are not exhaustive. Some of the original materials have been revised to meet current legislation. So, for example, recently, the Office of Head Start has added family child care as a program option. So, Tip Sheet Number Three, as you'll see here on the screen, which addresses the importance of flexibility within Early Head Start program options, was updated to include family child care. In addition, new resources are continually being developed. So, for instance, actually, only 10, I believe, of now the 40 or 41 tip sheets currently available are actually continued on the DVD. So, programs should regularly visit the EHSNRC and ECLKC websites to view and download the most current catalogue of resources.

Laura: Thanks so much, Janice, for sharing the EHS 101 Toolkit with us today and helping to highlight how it can be useful in program development and implementation. It's been wonderful to have you here with us. As mentioned, there are many resources available to you on demand via the Internet, and more forthcoming all the time. The websites provide you with a wonderful opportunity to stay current with the most recent information available. So, we advise programs to regularly browse the ECLKC and EHSNRC sites. It will be important to become familiar with them and to visit them frequently.

The ECLKC website is the main portal to information related to Head Start and Early Head Start and can be very helpful when researching a specific topic. It gives you access to a wide variety of materials and resources spanning the birth-to-five age range. This slide shows the ECLKC home page. You can enter topics into the browser as shown on the image on the left side of the screen. The image you see here on the right-hand side shows what the page looks like when you've searched for a topic, in this case "curriculum." You can then browse through the resources listed at the bottom of the screen as indicated here with the arrow. You can also access information memorandums, or IMs, and program information documents, or PIs, and policy clarifications by scrolling to the bottom of the page to find regulations and policies as you see indicated here. You'll notice that there are other items located here, too, including program information, directories, resources, and event listings.

The next website we'll review together contains information related to Early Head Start in particular. It's the EHSNRC Web page. The address is on the screen, and it is [www.ehsnrc.org](http://www.ehsnrc.org). The arrow points to where you can access products. They're organized by topic area. This next slide shows you drop-down boxes for each of the products. When you select a product, you'll access a listing of the various topics, as seen here in the white box, marked "Tip Sheets." There's a scroll bar on the right-hand side of each box that allows you to access the complete index. Now, let's turn to Sarah, who's going to introduce you to the next highlighted resource.

Sarah: Thanks, Laura, and I really appreciate you taking time to help us navigate both of the Web pages, because they really offer a huge amount of information. And so, the next resource we're gonna take a look at today has been developed by the Center on the Social and Emotional Foundation for Early Learning. It's also called CSEFEL. In the EHS Resource Library disc booklet are the CSEFEL infant-toddler training modules, called "Promoting Social and Emotional Competence for Infants and Toddlers." You can access these modules, as well as other CSEFEL materials, on their website, which is listed on the slide. It's [www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel).

And I'm sure our next guest can tell you more about these modules as well as all the resources that are available on the Web. So, I want to take a moment to introduce you to Amy Hunter. She's the Senior Early Childhood Mental Health Specialist with Zero to Three and the EHSNRC. And she's the project manager of the infant/toddler portion of CSEFEL. Now, Amy, I know your role with CSEFEL is to support the development of these infant/toddler materials and resources. And before we delve into that, I think what would be helpful first is to know exactly what is CSEFEL?

Amy Hunter: Sure, Sarah. CSEFEL is a project funded by the Office of Head Start and the Child Care Bureau, and it has been in existence for approximately eight years. The project's purpose is to help caregivers and early childhood programs promote social-emotional development of very young children. Essentially, the project was originally funded as a response to many Head Start and child care programs expressing concerns, frustrations, and feelings of uncertainty related to how to best support the increasing numbers of children they were seeing with challenging behavior. CSEFEL offers a framework or an approach for helping programs think about how to promote social-emotional development and how to prevent and appropriately address or respond to challenging behavior when it does occur.

Sarah: Well, I know dealing with challenging behaviors is certainly a hot topic for many of us. But can you tell us more about the approach, as well as the training modules? What are they about?

Amy: Sure. These training modules will provide approximately 24 hours' worth of training. The training modules are based on what we refer to as the pyramid model. You can see on your screen a slide of the pyramid model, and the pyramid model is a framework for thinking about how a program supports all children's social and emotional development.

Let me walk through the pyramid on the screen just a bit as it is the basis of all of the training materials. The yellow section, or the base of the pyramid, represents an effective work force. We know quality systems and policies must be in place to support staff to implement practices to best support children. The first tier, sometimes referred to as the foundation of the pyramid, represented in blue, describes that nurturing and responsive relationships and high-quality environments are essential for all children to successfully grow and develop. The second tier of the pyramid, represented in green, refers to targeted social-emotional supports for children at risk of developing behavior problems. These are systematic ways or approaches for teaching social skills, such as problem solving, self-regulation, entering play, et cetera. The third tier of the pyramid, or the top of the pyramid, in red, illustrates intensive individualized intervention for those children who exhibit persistent challenging behavior. These interventions at the top of the pyramid are based on developing an understanding of the meaning of an individual child's behavior.

Now, I'll talk a little more, specifically, about the training modules. They are broken up into four modules that build upon each other. The first module focuses on social-emotional development within the context of relationships. Module two is related to helping caregivers establish and implement responsive routines, environments, and strategies to support social-emotional development. Module three provides information on individualized interventions to determine the meaning of behavior and then develop appropriate responses. Module four focuses on leadership strategies for implementing this type of framework or approach.

Sarah, may I also add that, in addition to the training modules, there are many useful products and resources on the CSEFEL site. You can access them at the column of resources on the left-hand side of the page, as indicated by the circle and arrow. Some of those products include "What Works" briefs, that are summaries of effective practices; lists of books that focus on social-emotional topics, and easy-to-use guides called "Book Nooks" that provide hands-on ways for teachers to use books throughout their routines to support social-emotional development. All of the CSEFEL materials and resources are available in Spanish as well. Just go to the CSEFEL website to access them. The arrow is pointing to the "En Español" link.

Sarah: Oh, having these materials available in Spanish will be so helpful for the programs nationwide. And I know programs with us today are probably in the midst of pulling together new management teams, hiring new staff, as well as creating service plans. So, Amy, how can these modules and the resources you mentioned be helpful to them at this stage?

Amy: Well one of the things that people really seem to appreciate about CSEFEL is that these modules are free, online, and very accessible or user-friendly. Everything such as PowerPoints; handouts; video clips; trainer notes, or essentially scripts; training tips; evaluation forms are included online or on the DVD. The other aspect of the CSEFEL products that may be somewhat unique to training materials is that programs or trainers can use pieces of the CSEFEL training in ways that best meet their needs. So, programs can really gear the training to fit their individual needs as they think about what staff might most need.

For example, a trainer may want to spend some time helping staff think about the topics of attachment for temperament. A trainer could then use just the handouts, PowerPoints, and video clips related to those topics. Additionally, there are many tools in the handouts of the training material that can be used to help program staff assess their current knowledge or practice in specific areas. Using these types of inventories or self-assessment tools can help programs decide where and/or how to focus their professional development and training.

Sarah: That sounds great, Amy, and I know there are a lot of materials available through CSEFEL, and I wish we had time to go through as many as we could. If you had to pick one piece to show off, what would that be?

Amy: Well I've chosen one of the many video clips to share with you today to illustrate the types of clips that are available. I also thought it might be useful to demonstrate how we use video clips to help staff build their own knowledge and skills. This clip comes from module two, and it is about problem-solving. I'll show the short clip, and then after the clip, we can talk a little bit about it. You may want to pause in this presentation, go to the main page, and select the link "CSEFEL 2.3," or you may wish to wait till the end of the presentation to watch the clip

The video shows a classroom where young children are excited to help with cleanup tasks, but there's an incident about who gets the broom. The teacher helps the children negotiate the situation. So, in the clip, the teacher does a number of things to support children to develop their problem-solving skills. In training, we often ask staff and participants to notice what kinds of things this teacher does to help the children to solve the problem. In fact, my colleagues here have seen the video clip. I'm going to ask them to have a discussion with me. What all did you notice in the video?

Sarah: Well, this is Sarah, and when I'd seen the clip, I noticed that the teacher kneels down at the child's level, and she actually positions herself right between the children to help them provide a safe boundary while she helps them discuss the situation.

Laura: Amy she also seemed to be helping and encouraging the children to express their feelings, and she was extremely calm, yet she was expressive, and she neutralized the object. She seemed to know that the children weren't developmentally ready to share in the same way that older children or adults can.

Amy: Exactly. I also have had other audiences notice that... Anyway... Well, we could go on and on. This is exactly the kind of rich dialogue that can take place to really help staff practice their observation skills. Staff are able to notice and identify nuanced behavior, and specific teacher skill. That goes a long way to support children. Seeing and discussing these practices support staff can incorporate these types of practices into their own work with children.

Sarah: Absolutely. And thank you, Amy, for sharing all this information on CSEFEL It's really important that this information is out there, because we know Early Head Start programs often partner with local community child care agencies, and it's a great and valuable tool for both communities to ensure quality services. It's just wonderful that the Child Care Bureau and the Office of Head Start are supporting positive social-emotional health and wellbeing. It's great to use this in training together and to share observations like we did in our little segment. Laura, I'm gonna pause here and segue the floor to you, so you can introduce the next resources that we'll highlight.

Laura: Thanks, Sarah. The next resource is found within the disc booklet and also on the World Wide Web. We'll be looking at the three-lesson series of "Digging Deeper: Looking Beyond Behavior to Discover Meaning." These resources are available online at the ECLKC under the "Professional Development" tab as indicated here with the arrow on the left side of the slide or at the EHSNRC website under "Written Products," as shown here in the drop-down menu on the image on the right side of the slide. Sarah, you work on developing online lessons. Can you give us a quick overview of the three lessons here?

Sarah: Absolutely, I'd love to! And like CSEFEL, the "Digging Deeper" series are designed to help staff and programs support development. The lessons are framed around the responsive process, which can help teachers, home visitors, and parents understand a child's behavior in order to provide appropriate care. And since young children don't often have the language abilities to tell us what we may need to know to better help them, they use behavior to communicate their feelings or needs instead. So, for example, they cry. But crying can mean a variety of things. And in training, we often ask people to share why they think this little baby is crying, and we often get a variety of reasons. And we asked folks to share from the baby's perspective, and they're listed here on the screen. And they include some such as, "I'm hungry; I'm tired; I'm wet; I'm sick; I'm missing my parents" and even "I don't know why I'm upset, I just am." And it's up to the caring adult to figure out what the cry truly means. And that's where this responsive process comes into play.

There are three steps to this process that help us figure out the meaning behind a child's behavior. These three steps are explored in the "Digging Deeper" series. The first step is observation, which is discussed in lesson one, called "Watch." This lesson provides an opportunity to practice observation skills, which we know is so important to use and to utilize and practice, when working with very young children. Lesson two is called, "Ask 'I Wonder' Questions." And this lesson explores the steps of trying to get to the most likely meaning behind the behavior. The idea is to ask questions about what the behavior or the situation may mean to everyone involved, including the family, yourself, other caring adults, and staff members. Also, it's really important to ask questions on behalf of the child and other children involved. And we know that their language may be limited, but it's important to consider all of the possibilities of what they might be thinking -- such as, "What does it feel like for the child when she erupts into tears every time she arrives to the program? Could she be that hungry?" Or, "How do the other children react or respond to that crying?"

And, lastly, lesson three is about adapting your care and approach by using flexible responses, so that you can best meet that child's needs. This step is based all of the information you've gathered through the first two steps of observing and getting through the "I wonder" questions. And once you've selected the most likely message behind the child's behavior you can begin to think about getting to the mean or the cause of that situation. Now, using the scenario of the baby who erupts into tears upon arrival to the program or a socialization event, and you and the parents think that the crying is because the child is, indeed, hungry, the flexible response is having a bottle ready and warmed in time for the arrival or finding a location that the mom can use to quietly nurse the baby.

Now, each of these three lessons is a self-guided process. It explains the step, it includes a quick exercise to practice it, and then it encourages folks to use these steps with the children in their own care. So, a home visitor or a teacher -- or even, better yet, a small group of staff -- could sit at a computer and go through one of these lessons in about 15 or 20 minutes. And don't forget about the Behavior Wheel that we mentioned at the beginning of the webinar that was included inside the EHS Resource Library box. It, too, has a similar process, so it makes a great resource when you're thinking about the responsive process. And like, CSEFEL, the "Digging Deeper" lessons are available in Spanish as well. You have to select the "En Español" icon located in the circle and pointed by the arrow that you can see on the screen here.

Amy: So, Sarah, tell me how the responsive process could be helpful for programs. How could they use it?

Sarah: Well, the responsive process is an important part at delivering individualized infant/toddler care. Now, we can't get through a Head Start or an Early Head Start event without mentioning the important concept of individualization. Caregivers and home visitors may find this three-step process really useful as they develop and implement individualized curricular plans. And it doesn't matter what type of curriculum you're using, this process adapts to every kind. So programs could use these lessons as part of staff orientation or as ongoing training efforts. They actually make a great lunch-break tutorial. And the lessons help break that responsive process down into manageable pieces. And each lesson has planning sheets that programs can download and use for the children right at your program.

So, lesson one's worksheet provides questions to help think about doing strategic observations. And you see that on the left-hand side of the screen. Lesson Two worksheet reminds us to think about the child's development his temperament, what's going on in the environment, as well as any other circumstances that could contribute to the child's behavior. And you see this on the right-hand side of the screen. And as we heard Amy speak, these topics really relate well and can link with the CSEFEL training modules. And the worksheet from lesson three is an accumulation of the whole process And this worksheet might be quite a handy tool when you're thinking about a specific child at your program level. And actually, the responsive process is helpful when you're working with adults Management staff may want to think about using these three steps as part of their supervision process.

If there's an ongoing dialogue about the process, you can better support staff in using these steps with the children on a daily basis. And we know knowing about it and implementing it are two different things. It takes time and practice to have this occur in a smooth manner, so supervisors and managers are completely key in helping this happen. As well as having ongoing dialogues can provide the supervisor with important information on staff practices, which can help influence individualized training plans.

Amy: So, Sarah, we realize that some of the programs with us today may still be in the planning phase of start-up. Are there any pieces here that would be particularly helpful for them?

Sarah: You know, one piece I think that would be great for programs who are still in the planning phase is the idea of adopting an attitude of wonder, which is from lesson two. Wondering allows us to share the power during the inquiry process. Wondering takes a question and simply rephrases it into an "I wonder" statement. And that helps people who are involved, not just respond to the question, but encourages them to add their thoughts and other information.

So, if we go back to that "baby who cries upon arriving to the program" scenario we might be tempted to simply ask the parent, "Gee, was she fed this morning?" And this seemingly innocent question could create a little bit of tension. The parent might think you're criticizing the parenting abilities. So, instead, you could rephrase that question to, "Gee, I wonder if she's hungry when she comes to the program. I wonder if that's why she's crying." And this allows for a little bit more even playing field in the conversation and even when coming up with a best-laid plan. Wondering can be very helpful to programs when they're problem-solving around any situation, actually.

One thing we can promise you is that, as you're going through start-up and through your life of your program, that you're all going to have to grapple with issues. Sometimes, they're evolved around new or changing policies, expanding programs, or even conflicts that can occur between adults. Problem-solving with and amongst staff is key. We know change is hard, and that can create tension. So, instead of asking, you know, "What's going on," you can consider using "I wonder" statements such as, "Gee, I wonder if the new policy is affecting the home visitors and the teachers the same way."

Laura: Thanks, Sarah. We know that programs and staff are constantly engaged in problem solving. Wondering with a team seems like it could be a very useful approach in a start-up process. We appreciate you sharing all of this information with us today. During January's live broadcast, we received a number of questions that we'd like to share with you.

The first question that came in was, "Where can I get a copy of the Early Head Start Resource Library box? Is it possible to order multiple copies, and if so, is there a cost?"

Sarah: This is Sarah, and I can answer that one. As mentioned earlier two copies of this EHS Resource Library boxes were mailed to the newly-funded expansion programs. They were sent to the contact person who is listed on the grant application. So, stay in contact with that person. If you do not receive your boxes by mid-March, please contact the Early Head Start National Resource Center by email. And that email address is [ehsnrcinfo@zerotothree.org](mailto:ehsnrcinfo@zerotothree.org). And I'll spell out Zero to Three z-e-r-o-t-o-t-h-r-e-e.org. And, unfortunately, at this point in time, we can't provide additional boxes. However, as we explained today, the majority of the resources inside the box are available on the Early Childhood Learning and Knowledge Center, as well as the EHSNRC website, and the CSEFEL website as well. So, go online and Google and we can help point you in those directions until the box arrives in your door.

Laura: Thanks, Sarah. Here's another question we received. "Where can I get information on or access a start-up planner?"

Sarah: That's a great question, and it's actually quite timely because the Office of Head Start recently funded a task order on identifying and training a cadre of EHS start-up planners. This information is just growing and budding, and more information will be coming forth, and it will be available online at the ECLKC, so I would say that's the go-to stop, keep your eye there.

And if you want to seek out planners, I would go I would suggest getting in contact with other local programs in your area because they might have a name of a contact of who served them. So, they're another go-to people.

Laura: Great. Thanks again. Another question that came in was, "What are some ways to stay alerted to new resources?" Amy, could you answer this one?

Amy: Sure, I'd be happy to. The ECLKC has several alert features that you can sign up on the website These alerts include "what's new," as well as newly-posted information memorandums, IMs, and program information, PIs. Also the EHSNRC has two venues to consider. On the Products and Publications page, you can sign up to receive the quarterly newsletter "News You Can Use" as well as alerts for new products and publications from the ECLKC I mean the EHSNRC On the EHSNRC home page, you can sign up for the EHS program Listserv This Listserv is an opportunity for staff from Early Head Start programs nationwide to ask questions or share resources with each other.

Sarah: That's a great suggestion, Amy. And if you're not on that Listserv, that would be a great place to maybe post the start-up planner information of suggestions on how to use them or tools and policies that you have going on in your program. I also want to take a moment Laura if you don't mind me jumping in is to let viewers know that several of the Early Head Start Tip Sheets were revised in 2009 and in early 2010. For example, Tip Sheet Number 2 which is on qualified teachers; Tip Sheet Number 4 which defines full-day and full-year services. Tip Sheet Number 8 which talks about providing diapers and formula. And the most recent revision was Tip Sheet Number 19 which talks about the 10 percent enrollment of children with disabilities when you have a Head Start and Early Head Start Program. So, I'm just going to sort of jump on the back, and go to the ECLKC and the EHSNRC frequently and often and stay apprised.

Laura: Great. Thanks, both of you. Here is another question that came in. "How do I register for the March EHSNRC -- EHS National Orientation Conference?"

Sarah: Well, the beauty of that is registration information should actually be coming directly to your program. So, you don't necessarily have to reach out to be registered for that However if you haven't received information and you haven't yet attended an Early Head Start National Orientation I would contact the EHSNRC through [ehsnrcinfo@zerotothree.org](mailto:ehsnrcinfo@zerotothree.org) and alert us that you're in need of information.

And other information about the orientation is just to know that it's designed to provide foundational information regarding the core concepts of what is really essential to delivering the highest quality services for Early Head Start programming. It provides time for program teams to reflect, to have some planning time, as well as a chance to meet with federal leaders and hear from the Office of Head Start. We know the upcoming dates in March are March 1st through the 4<sup>th</sup> as well as March 8th through the 11<sup>th</sup> and they'll be in the Metro Washington, DC area. So, we look forward to having you come join us.

Laura: Sarah, is it required that existing EHS programs that are expanding services attend the National Orientation Conference?

Sarah: You know, actually it is. I've heard Angie Godfrey and others from the Office of Head Start speak to that, and they're really encouraging all programs to attend, because it's such a diverse audience, and they feel that there's new information coming forth as well as even just hearing quality services. There hasn't been an Early Head Start Orientation since 2002, so they're really excited that this is an opportunity for programs to come together to share resources to share strategies, and that's partly why they said that programs receive technical assistance dollars to support their attendance to this orientation conference as well as to the Birth to Three Institute. You know what, another thing is that programs are asked to send teams of four to orientations, and we have had questions about whether or not they should come as a team of four or can they divide their four people amongst the various orientation events. And we highly encourage and actually recommend that they all attend the same orientation events because there is team programming time set aside for you guys to reflect and to plan on your next steps of implementation. One note to think about is to actually send if you have delegate agencies, to send another set of four teams from the delegate agencies so they, too, can benefit from the information. It's really helpful to have grantee teams and the delegate teams attend the same orientation event.

Laura: Okay, thanks, Sarah, and thanks, Amy. And that actually concludes the questions we received during our live broadcast. We look forward to seeing you at one of the upcoming national orientation conferences. Sarah is there anything special that people need to know as they prepare to attend the upcoming events?

Sarah: Well, actually, it would be nice for you to know that they are three full days and one half day of large-group and small-group sessions. As we talked about, the sessions are geared around the Head Start Program Performance Standards and they highlight key elements to planning and implementing services. There's opportunities for teams to reflect and to plan as well as time to network with other newly funded grantees and there's a lot of opportunity to hear from the Office of Head Start as well as regional federal staff.

So, we just suggest to wear comfortable clothes wear comfortable shoes, dress in layers. We know that room temperatures may vary from room to room as well as from venue to venue. The other thing to be note of is that just as the size of the hotel that there might be a limited capacity so register early. Again, we look forward to seeing you there. And while I have the microphone, I think I'm just going to do a shameless plug to send you back to the ECLKC, so you can keep an eye out for the archived presentations.

We mentioned the webcast of "Welcome to Early Head Start" which aired on January 28. That should be coming soon to both websites. And in the spring of 2010, we'll have a post-orientation webinar called "From Vision to Reality: Early Head Start Start-up and Implementation." And once that has aired, that, too, will be archived on the ECLKC and the EHSNRC websites. So, Laura, I'll pass the floor back to you: thanks.

Laura: Thanks, Sarah. I want to thank everyone here with us at the EHSNRC today Sarah, Amy, Janice, and Summer. And I want to thank all of you that joined us today as well We wish you all the best in your start-up process, and, again, extend you a warm welcome to the EHS, the Early Head Start family, as you begin your important work with infants, toddlers and their families and communities. Thank you. This concludes our webinar presentation.