This guide provides information about the contents of the slide contents and background information for presenters.

Estimated time to present this module is just over 3 hours.

Some activities require self-reflection and discussion of potentially sensitive topics. Reading the slides, notes, discussion topics, and activities ahead of time will help prepare the instructor to present topics more fully and to anticipate areas that may require more guidance.

References throughout the presenter notes and in this module’s accompanying resource list can also help instructors prepare to present this module.

The presenter may want to download the included videos in advance of the presentation to have them ready for viewing.

It is recommended that presenters be familiar with the Parent, Family, and Community Engagement Framework and complementary materials developed by the Office of Head Start’s National Center on Parent, Family, and Community Engagement on the Early Childhood Learning and Knowledge Center website: https://eclkc.ohs.acf.hhs.gov/family-engagement.
SLIDE 1
Family Engagement in Early Care and Education: Understanding Children’s Behavior as Communication

This module focuses on ways that early childhood educators can partner with families to understand and respond to children’s behavior as communication. This module is for educators working with children from birth to age 5.

Begin by sharing background information about yourself. Then provide an opportunity for participants to introduce themselves.

SLIDE 2
Overview

This module will focus on:

- Understanding that children’s behavior has meaning
- The importance of responsive relationships between parents and educators for children’s emotional well-being and development
- Effective ways to communicate with families about children’s behavior
- Partnering with families when adults find a child’s behavior to be challenging

The terms parent and family can be defined this way:
Parents can be biological, adoptive, or step-parents, as well as primary caregivers such as grandparents, foster parents, and other adult family members.
Families may be biological or non-biological. Their connections may include cultures, languages, traditions, and shared experiences.

SLIDE 3
Objectives

- By the end of this module, participants should be able to:
- Describe behavior that young children may use to communicate and its possible meanings.

Continued on next page
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- Explain the effect of responsive relationships on children’s well-being and development
- Identify effective elements in communicating with families about behavior
- Partner with families seeking help with behavior that family members find challenging

SLIDE 4
Learning Activity: How We View Behavior

Materials: How We View Behavior handout, flip chart paper, pens

Ask participants to form small groups and read the brief descriptions about children and their specific behaviors. Invite participants to think about the possible perspectives of parents, educators, and the children themselves. Participants can write down their group's thoughts about each situation.

Afterward, bring the groups together and ask representatives from each small group to share their ideas. With participants, note patterns and differences.

Participants may have a range of ideas. Here are some possibilities:

- Maria
  A parent may feel excited about the child reaching this big milestone but may be tired from lack of sleep. The extra care required to watch a child who is now moving more and able to reach new objects may be exhausting.
  
  An educator may feel excited for Maria but watchful for new safety issues, such as the child falling on hard surfaces and reaching new objects.
  
  The child may feel excited but frustrated if she falls. She may also be tired from lack of sleep.

- Joshua
  A parent may feel scared that Joshua is climbing and standing on objects, or angry that the child did not follow the rule about not climbing on chairs. A parent may feel proud of Joshua's climbing and problem-solving ability.

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The child may feel excited about the new skill. Depending on what he has experienced before, Joshua may also be anxious about facing the negative emotions from adults about climbing on the chair; or pleased to show the adults around him.

- Fatima

A parent may feel embarrassed that the child did not follow the rules or that the child experienced such intense emotions. A parent could also feel empathy and believe the child will put on the helmet when she is ready. A parent may also feel worried about the child’s ability to regulate strong emotions.

An educator may feel frustrated that the child did not follow a clear rule or stressed that she is disrupting other children’s playtime outside. An educator could also feel empathy about Fatima’s need to adjust to wearing a helmet.

The child may feel frustrated about the need to wear a helmet. She may feel scared to put on the helmet.

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**SLIDE 5**

**Understanding the Meaning of Children’s behavior**

This section will discuss typical behaviors of young children at different ages and their possible meanings.

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**SLIDE 6**

**Behavior as Communication**

Young children communicate their needs and wants through behaviors, or cues. For instance, an older infant who has been happily eating cereal pieces may start to throw them on the floor.

Continued on next page
The father may notice this and decide the child does not want to eat any more.

Since families know their children best, educators can ask families about their children’s behaviors and what they notice at home. Discussing meaning together can help both consider the best ways to respond to the child’s behavior.

**REFERENCES**


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**SLIDE 7**

**Influences on Behavior**

Children’s development and behavior can vary, depending on many influences. Each new stage of development produces changes in behavior and relationships and requires that families and early childhood educators adapt and change, as well.

Essential elements in understanding and responding to young children’s behavior and communication include:

- Typical developmental stages
- Relationships with others
- Experiences and culture
- Individual differences, such as temperament and health issues

Some influences are external, such as the birth of a sibling or a recent move. Others factors are internal, like hunger or emotions.

*Continued on next page*
SLIDE 8
Discussion: Observing Children’s Cues

Materials: Flip chart and marker

Prepare chart paper with the headings Infant, Toddler, Preschooler and divide into groups. Each group should consider one of the developmental stages.

Ask participants to consider the following question for each age group: What are the ways that infants, toddlers, and preschoolers communicate with educators and families?

Some prompts to guide participants in answering the above question are:

• How do infants, toddlers, and preschool-age children express how they are feeling?

• How do they indicate that they want to keep playing or are ready to stop a particular activity or experience?

Provide each group 4 to 5 minutes to write responses. Ask participants to rotate to the next age group. (The infant group will move to the toddler group, the toddler group will move to the preschooler group, and the preschooler group will move to the infant group, etc.) Groups should rotate twice to cover all three age groups.

Explore responses with participants. Point out trends and patterns.
Ways That Infants Communicate

Infants use their whole body to communicate. They use gestures and other body movements, facial expressions, and sounds.

The actions listed below represent just some of the ways that children communicate during their first year of life:

- Smile
- Cry
- Gaze
- Reach
- Wave arms
- Turn away
- Arch back, stiffen body
- Kick their feet

Ask participants what they think children’s earliest communications are, what they look like and what they mean, and how children’s communications change as they get older.

You can share the developmental milestones sheets on the Centers for Disease Control and Prevention’s website if participants need help identifying what infants’ first communication methods are and how those change as children grow.

REFERENCES


SLIDE 10
Ways That Toddlers Communicate

Some of the ways that toddlers communicate include:
- say words
- use facial expressions
- squeal
- walk, run and climb

Ask participants to share what they think the facial expression of the toddler in the photo means.

REFERENCES


SLIDE 11
Ways That Preschoolers Communicate

Preschool-age children are usually beginning to use language to communicate ideas to others and to experiment with new words. In the process of developing their language skills, they may:
- Name familiar items
- Use pronouns
- Say two or three sentences in a conversation
- Say their name and their friends’ names
- Tell simple stories

They may also still rely on non-verbal ways of communicating. They might:
- Smile
- Laugh
- Scream
- Kick
- Hit
- Cry

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Ask participants to share additional examples of ways that preschool-age children communicate.

REFERENCES


SLIDE 12
Expressing Emotions

Beginning at birth, children quickly develop their abilities to experience and express their feelings as well as their ability to manage them.

Infants cry because it is one of their earliest forms of communication, and it helps them get their parents’ attention. By 6 to 8 weeks of age, at least 25 percent of infants cry more than 2 and a half hours a day.

Young children, especially before they have language skills, may express emotions, especially intense ones, by crying or becoming physically out of control. The part of the brain that is in charge of self-control develops slowly. Thus, toddlers often have feelings then act on them. This is a sign that they are having difficulty coping with the feelings that they are experiencing.

Self-regulation can be compared to a thermostat that measures and senses temperature, then turns the heating or cooling system on or off when temperatures flare or dip. Children must gather information with their senses and translate their experiences into information they can use to regulate thoughts, emotions, and actions. This is a complex skill that requires practice.

REFERENCES

Continued on next page
SLIDE 13
Discussion: What Could This Behavior Mean?

The meaning of these behaviors varies, depending on factors such as the child’s age, temperament, relationships, and experiences. In addition, adults may interpret these behaviors differently.

Participants may respond that:

• A young infant arching her back can mean she is uncomfortable or trying to move.

• A mobile infant pulling a peer’s hair may demonstrate their curiosity about it or their attempt to interact with a person.

• A young toddler holding onto his mother’s leg may mean he is nervous and wants to stay near his mother or seek reassurance.

• A preschooler throwing a toy can mean she is angry that she needs to stop playing with it or frustrated that the toy is not working the way she expected.

Ask participants to share other ideas they have about what young children may be trying to communicate.

Observing and recognizing the behavior of young children is a first step in understanding the behavior and building relationships with children. As children grow older, they develop different skills and
Continued from preceding page

are able to use new behaviors for communicating. For example, an infant may cry urgently when hungry, while 2-year-olds might be able to say they are hungry but wait a few minutes and even help set the table while waiting.

Each new stage of development creates changes in behaviors that children use to communicate in their relationships with others.

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**SLIDE 14**

**Looking for Clues**

Educators and parents can observe children’s behavior and look for clues about what it means. Since families know their children best, early childhood educators can ask families about their children’s behaviors and what they notice at home.

Sometimes, the behavior’s meaning is clear to adults. Other times, educators and parents need to try different responses and watch the child’s reactions.

Over time, adults will likely improve in responding effectively to a particular child’s communications.

**REFERENCE**


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**SLIDE 15**

**Talking About What Behavior Means**

Since parents and educators can interpret behavior differently, conversations with parents about the meaning of behavior can be important to ensure that everyone is acting with the same understanding to best support the child.

Continued on next page
Ask participants to share examples of times when a conversation with a parent led to new insight about the meaning of a child’s behavior.

**SLIDE 16**

**The Tower**

Ask participants to consider these questions while watching the video linked to the next slide:

- What is the child in the foreground doing?
- What do you think the behavior means?
- Why do you think that?
- How does the adult respond?
- What else could the adult have done?

**SLIDE 17**

**Video: The Tower**

Click the icon to access the video, *The Tower*.

*Note:* The PowerPoint presentation must be in Slide Show mode to link to the video.

**REFERENCE**


**SLIDE 18**

**Video Debrief**

This slide is animated so that participants can share their ideas before seeing the ones on the slide.

Participants may share that they saw the child:

- Trying to put a block on another child’s tower.
Continued from preceding page

- Turning away and picking up a train when the other child pushes her hand away.
- Helping to knock down the tower when it starts to fall.

Participants may indicate that the child’s behavior means that she are trying to join in the play of another child, who appears to be older.

The adult is helping an infant stand and responds when an older child says that the infant may knock over the tower. The adult looks at the older child when he cries out after the tower falls and lunges at the younger child who was helping knock it down. The older child becomes distracted when the group starts talking about the infant sitting in someone’s lap.

The adult could respond to the younger child’s communication by asking the child if she would like to build a tower, then helping that child to build her own tower, or asking the older child to build a tower with the younger one.

SLIDE 19

Resources

This article offers information for families and early childhood educators about recognizing and responding to young children’s cues and behaviors. It and is one of many useful resources available through the Center on the Social and Emotional Foundations for Early Learning (CSEFEL).

CSEFEL is focused on promoting the social-emotional development and school readiness of young children birth to age 5. It is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.

Further resources can be found on the website: http://csefel.vanderbilt.edu/

REFERENCE

SLIDE 20
The Importance of Responsive Relationships

This section focuses on the importance of building strong relationships; between educators and families, and between parents and children, to support children’s well-being and development through responsive interactions.

SLIDE 21
Discussion: Noticing Positive Interactions

Ask participants to describe a time that they noticed a parent’s warm response to their child’s behavior and shared that observation with the parent. Invite participants to discuss what else they would have liked to add to that conversation or what they would like to share with parents in the future.

SLIDE 22
Strong Partnerships with Parents

When educators have strong relationships with families, built on positive interactions over time, these relationships can lead to close parent-child relationships, which are a key predictor of children’s healthy development and school success.

REFERENCE

SLIDE 23
Supporting Parents and Children

Notice when parents are interacting with their children in positive and responsive ways and share these observations with the parents. These shared observations can help parents feel confident in their parenting, identify their strengths as parents, and recognize when they are experiencing enjoyable interactions with their children.

Listen for times when families need help in responding to children; and provide modeling, information, and resources that match the family’s needs. Sometimes a child’s temperament, illness, behavior, or disability can be challenging for parents as well as educators.

REFERENCE

SLIDE 24
Children Grow in Relationships

Children grow and learn in the context of ongoing supportive and reliable relationships with parents and other caregivers.

Children’s secure attachment with key adults in their lives creates a sense of security and safety. This helps children manage strong emotions and develop their identity as people who are competent in relationships.

Attachment security impacts children’s current and long-term behavior. Through attachment, children learn how to interact with others, communicate effectively, cooperate, and negotiate. Children’s behavior can indicate whether children are experiencing secure or insecure attachments.

REFERENCE
SLIDE 25
Responsive Care

Responsive care of young children requires paying attention to, accurately observing, and responding to their cues. When adults take the time to understand children’s unique cues, children feel that they are important and loved.

REFERENCE

SLIDE 26
Responsive Interactions...

• Help children to feel safe and to trust that their needs will be met.
• Build brain architecture and cognitive skills.
• Help children learn to calm themselves.
• Teach children that interacting with others can be positive.

REFERENCES

SLIDE 27
Reading Together

Ask participants to think about these questions as they watch the video linked to the next slide:

- What does this mother do to build a relationship with her child?
- How does she respond to the child’s communications?

SLIDE 28
VIDEO: Reading Together

Click the icon to access the video Reading Together.

Note: The PowerPoint presentation must be in Slide Show mode to link to the video.

REFERENCE

SLIDE 29
Video Debrief

This slide is animated so that participants can share their responses before possible answers appear on the slide.

Participants may respond that they saw the mother:

- Respond to her child’s interest in the book—which the child demonstrates by her intense gaze, arms on the book, and waving—by describing with excitement what the child was seeing.
- Match the child’s tone and move up and down when the child waved.

In addition, the mother:

- Answered the child and repeated what she thinks the infant was saying.
- Stated what the child was doing: “You want to get up close.”
- Responded to the child’s leaning on the book by supporting the child in standing up.
- Labeled the child’s frustration when the child began making unhappy sounds after trying to stand up.

- Moved the child to her lap to help the infant stand up better when the child was ready to try again.

- Physically supported the child when the child began to push up again to stand.

**SLIDE 30**

**Responding to Infants and Toddlers**

Educators and parents can respond to children’s communications in many ways, depending on what they know the individual child. Adult responses teach children that their communications are important and effective.

A few ways that adults can reinforce with infants and toddlers that sense of their own value and effectiveness are:

- Matching children’s tone and facial expressions

- Commenting on children’s interests

- Helping children transition to a new activity

**REFERENCES**


Responding to Preschoolers

As children grow, so do their language abilities. While observing children and responding to them, adults can add more words and encourage children to use language more frequently.

Some ways that adults can do that are:

- Expanding children’s words, or repeating what they say and adding more to describe or make phrases longer
- Asking children open-ended questions that encourage them to share their ideas
- Listening to what children say

REFERENCE


Learning to Manage Emotions

In addition to expressing empathy and providing comfort, adults can gradually introduce ways to help children identify, name, and express their emotions in healthy and culturally responsive ways. Parents and educators can model this during ordinary activities.

The warm, responsive interactions of educators and parents with children can be seen as co-regulating, or providing modeling, coaching, and support to help children understand and manage their feelings and behaviors.

REFERENCES


If educators and parents can remain calm when children’s emotions are intense and sometimes out of control, children often find regaining control easier.

When older toddlers and preschool-age children are losing control, adults can sometimes help by labeling what children seem to be feeling and by doing so in a way that reflects their strong emotions.

For instance, if a child is expressing frustration because he want to go to a birthday party today when the party isn’t until next week, an adult could say, “I know you are soooo excited for your friend’s birthday!! It is too hard for you to wait! You want to have it now!” This mirrors the child’s strong emotions and lets him know that the adult takes his feelings seriously.

Different approaches to helping children calm down work with different children.

**REFERENCE**


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**SLIDE 34**

**Discussion: Responding to Our Own Feelings**

Ask participants to share with a partner some ways they respond when a child’s negative emotions bring up some of their own.

Make sure that participants discuss the importance of adults remaining calm when interacting with children who are communicating their distress. One idea is that educators and parents can take a short break, making sure that children are in a safe space like a crib, when situations become too stressful.

More suggestions are on the GLASS poster shown on Slide 48:

* Acknowledge your own feelings and reactions to the situation, take a deep breath, and reflect.

*Continued on next page*
Encourage participants to share some of their methods with the whole group.

REFERENCE


SLIDE 35
Communicating About Behavior

Talking about young children’s behavior should be a regular part of ongoing communication between families and educators. For example, one relationship-based practice is to observe and describe children’s behavior as a way to begin communication with families. Educators can follow this by asking families to share their observations about their children’s behavior and what they think it means.

REFERENCE


SLIDE 36
Discussion: Learning From Families

Materials: Flip chart and marker

Ask participants to find a partner and discuss these questions:

- What strategies do you use to learn from families about their children’s behavior?
- How do you demonstrate that you value and use the information they share?

Continued on next page
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• What kinds of information about behavior would be important to share?

Ask each pair to share two or three highlights from their conversation.

Write their responses on chart paper. Look for common themes across responses.

SLIDE 37

Discussions among educators and parents about children’s communication and behavior should be part of an ongoing relationship. Early learning professionals should use strengths-based attitudes and relationship-based practices with families, as described by the Office of Head Start’s National Center on Parent, Family, and Community Engagement.

You might introduce or review the tools developed by this organization for interacting with parents, depending on the group’s familiarity with them.

Strengths-based attitudes
This means that educators adopt a positive attitude that helps them see families’ strengths. This approach includes a belief that all families can make progress, and a commitment to work together toward improved outcomes.

Relationship-based practices
These six practices build relationships with families:

- Observe and describe children’s behavior to begin communication with families.
- Reflect on families’ perspectives.
- Support competence.
- Focus on family-child relationships.
- Value families’ passions.
- Reflect on your own perspective.

More information on these approaches are in the Office of Head Start’s Building Partnerships: Guide to Developing Relationships with Families.

Continued on next page
SLIDE 38
Viewing Videos With Families

Videos serve as a tool educators can use with families to observe and understand their children’s communication and behavior. Both videos that are collected locally and videos from non-local sources can be useful. Here are a few suggestions:

- Highlight positive aspects of children’s behavior and the parent-child relationship. Pick videos that show children engaged with materials, activities, peers, or family members.

- Encourage families to guide any discussion about a video you’ve all seen. The purpose of using a video is to share experiences and learn together with families. Give families time to think about what they have watched. Ask them to describe what they see and what they think is happening. Tap into their expertise, knowledge, and experiences.

- Remain strengths-based, and listen to families’ observations, adopting a learning stance. A learning stance is an attitude of being eager to learn new ideas and to see events from different perspectives.

- Acknowledge what families notice, and share feedback. Also, invite families’ feedback and explore thoughts and ideas with them.

If programs have the resources to create their own videos, educators will need to keep children’s privacy in mind. They should follow their early learning programs’ policies about using and showing these videos. Educators should also make sure that families provide permission for their children to appear in videos and explain to families how they will use and store the videos.
SLIDE 39
My White Shoes

Ask participants to consider, as they watch the story time in the video, what positive observations they might share in a conversation with De’Angelo’s parent.

Encourage participants to consider describing strengths they noticed, using specific and objective language, and including questions to ask a parent about their observations.

SLIDE 40
Video: My White Shoes

Click the icon to access the video My White Shoes.

Note: The PowerPoint presentation must be in Slide Show mode to link to the video.

REFERENCE

SLIDE 41
Video debrief

Ask participants to find a partner and act out a possible interaction with De’Angelo’s parent. Each pair should take turns playing the role of the educator and the parent.

The conversation should include observations about De’Angelo’s strengths, using specific, objective language and a question for the parent about their observations.

An additional topic for the conversation might be how the parent and educator can work together to build on De’Angelo’s interests and skills.
Understanding families’ cultural beliefs is important in partnering with families. Families and children come to early learning environments with unique cultural perspectives.

Parents and educators may have different expectations about children’s behavior, based on different cultural and family experiences. Mothers and fathers may have different expectations from each other. For example, a parent may believe that an infant should be carried most of the time, while an educator or other parent may place an infant on the floor for *tummy time*. Or perhaps a parent may want a child to be toilet trained much earlier than the other parent or educator thinks is appropriate.

*Tuning In*, Zero to Three’s 2015 national parent survey, shows that some parents may have expectations about children’s development that do not match what children are actually able to do. For instance, 56 percent of parents responding to the survey thought that children under age 3 are capable of resisting something forbidden. Within that group, 36 percent of parents thought children develop this skill before they are 2 years old. Brain science shows that children typically start developing self-control between $3\frac{1}{2}$ and 4 years old. This is an example of the kind of information that educators could share with families about brain development to support parents’ relationships and interactions with their children.

*Positive Parent Child Relationships*, the Research to Practice Brief from the NCPFCE, presents a summary of selected research, proven interventions, and program strategies intended to be useful for Head Start (HS), Early Head Start (EHS), and other early childhood programs. You can find this resource at [https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/parent-child-relationships.pdf](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/parent-child-relationships.pdf)

**REFERENCES**


Learning Activity: Cultural Perspectives

Ask participants to:

Create a list of questions to ask families about their expectations for young children’s behavior and how they model and teach those.
Reflect on your own answers to those questions.
Compare lists with a partner, explaining why you chose the questions you did.
Talk about how you would approach a situation where a family had different expectations.

Examples of questions that participants might generate are:

- When should children start to feed themselves?
- When should a child start to use the toilet regularly?
- What are the best sleeping arrangements for young children?

Ask participants to reflect on their own answers to the questions. Note that participants should recognize that their knowledge of child development is important to guide children’s development, behavior, and learning. Participants should also recognize that their understanding of child development is a likely reflection of the culture in which they learned it.

Ask participants to turn to a partner and compare questions. Encourage them to share why they chose the questions they did.

Ask them to discuss how they would address situations where parents have different expectations for their children’s behavior than educators do.

If participants need guidance, direct them to page 7 of Building Partnerships: Guide to Developing Relationships with Families. This section focuses on the ongoing work that educators need to do to understand the cultural perspectives and beliefs of the families they partner with.

For more information on cultural perspectives, see the module, A Relationship-Based Approach to Family Engagement, in Head Start’s Building Partnerships with Families series.

REFERENCE

When Adults Find a Child’s Behavior to Be Challenging

This section discusses how families and educators can work together when they perceive a child’s behavior to be challenging.

Discussion: Perspectives on Behaviors Adults Find Challenging

Ask participants to discuss these questions:

- What is your definition of behavior that is challenging?
- What makes behavior feel challenging?

Takeaways from this discussion may be that children’s behavior can:

- Be developmentally appropriate but challenging for adults
- Become challenging for children and effect their well-being and relationships with adults and peers
- Vary by culture and cultural expectations

Behaviors That Adults Find Challenging Send a Message

Children will use certain behavior until they learn new ways to communicate what they want and need. To address and influence behavior that adults find challenging, educators and parents can work to understand what the behavior means and then develop strategies to address it.

REFERENCE

The GLASS acronym can help educators and families remember possible steps to help preschool-age children when they are experiencing challenges.

**Get close.** This might mean sitting on the floor with children or moving closer to where they are playing without taking control of the situation. They might kneel or sit at children’s eye level.

**Label what you are noticing.** Adults can help children recognize their behavior as a sign they are experiencing a problem. This helps children learn that they can solve problems and adults can help. Statements like, “It looks like you’re having a hard time with the dump truck,” or, “It sounds like you and Jamal have a problem with the bikes” can be enough to slow down behavior that is escalating.

**Ask a question.** Adults can teach children problem-solving strategies. Examples of questions that help children build independence are:

- “How can we solve the problem?”
- “What can we try?”
- “How can I help?”

**Stick with it.** Adults should stay close while children are trying to solve a problem and offer help or encouragement. They can remind the child of such strategies as, “When I’m mad, I need to walk away for a minute,” or “Sometimes I take a big breath.” Adults can also offer such suggestions as, “Maybe we could set a timer for you and your brother to take turns with the bike,” or, “Let’s get another doll for Kaya to play with.”

**Say something positive.** Adults can look for opportunities to notice children’s strengths and successes. When children calm down and make positive choices, adults can notice them. A simple statement, such as, “You really worked hard,” or, “I’m so proud of how you calmed your body down,” can encourage children’s efforts.
Communicating With Families

Building a positive and trusting relationship with families takes repeated interactions over time. When an educator has built this type of relationship, families will know the educator cares about what is best for the child and family. A positive and trusting relationship makes any conversations about behaviors that adults find challenging easier and focused on finding solutions together.

When having difficult conversations, it is especially important for educators to remember to use a strengths-based approach and effective, relationship-based practices.

REFERENCE

Libby & Kim: Middle Ground Conversation

While watching the video on the next slide, ask participants to think about effective practices that the educator uses that are strengths-based and that help to build the relationship with the parent.

Strengths-based attitudes and relationship-based practices are listed in the notes for Slide 37. More information on these approaches are in the Office of Head Start’s Building Partnerships: Guide to Developing Relationships with Families.

REFERENCE
SLIDE 50
Video: Libby & Kim—Middle Ground Conversation

Click the icon to access the video Libby & Kim—Middle Ground Conversation.

Note: The PowerPoint presentation must be in Slide Show mode to link to the video.

REFERENCE

SLIDE 51
Video Debrief

Possible responses are animated on this slide so that participants can share their thoughts first.

Ask participants to share their ideas about what the educator said and did that was effective in this conversation. Think about a strengths-based approach and strategies that build relationships.

Participants may note that the educator:
- Starts by asking the parent a question about what she sees. This indicates that the educator regards the parent as the expert on the child.
- Shares a positive observation about the child. This builds the parent’s trust that the educator has the best interest of the child in mind and sees the child’s strengths.
- Recalls a previous conversation, letting the parent know that what they talk about is important.
- Describes a challenge the child is experiencing and asks the parent if she is seeing this at home too. This shows that the educator values the parent’s perspective.

Participants may have other observations as well.
SLIDE 52

Seeking Help

When behaviors that adults find challenging still persist, families and educators may need to reach out for specialized help.

Children should have regular developmental screenings and well-child checks with their pediatrician or health care provider.

Early childhood educators should follow their program’s procedures to refer families to or connect them with local resources. Educators also can encourage families to partner with them to seek out and access available services to meet the individual needs of their child.

SLIDE 53

How Can You Help?

As part of an ongoing relationship with families, educators can:

• Listen to families’ concerns and priorities for their children.
• Check in with families regularly about their progress toward goals, and help them follow through if needed.
• Get to know your community agencies.
• Connect families with professionals who can help them meet their goals.

SLIDE 54

Resources for Families

In the video on the next slide, Dr. Kathleen Meeker in the College of Education at the University of Washington discusses where families can turn if they have concerns about their child.
SLIDE 55

Video: Resources for Families

Click the icon to access the video, Resources for Families.

**Note:** The PowerPoint presentation must be in Slide Show mode to link to the video.

**REFERENCE**


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SLIDE 56

Video Debrief

Ask participants for their thoughts about key points they heard. Note that this slide is animated so that participants can respond before possible answers appear on the slide.

Dr. Meeker recommends several possible resources for families who have concerns about their children’s development or behavior. They are:

- Pediatricians
- Early childhood mental health providers
- Local school districts

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SLIDE 57

Who Else Can Help?

**Materials:** *Who Can Help* handout

A variety of specialists within Head Start can help when families and educators have concerns about a child.

It takes a team to fully support families and children when there are concerns about a child. Each of the professionals listed below has the expertise to help facilitate assessment and planning for children who need support.

**Behavior specialists** can help to observe and evaluate a child’s environments and behaviors. They can help lead an ongoing process that supports the child and family, and they can partner with the family to create a care plan when necessary.
Mental health consultants can support family and child well-being. They can help promote a child’s ability to self-regulate and to develop their social-emotional competence. They may also take a lead in partnering with a family when necessary.

Disability specialists may facilitate a support process when a child has an identified disability.

Family services staff contribute to family well-being and positive parent-child relationships. They may facilitate support and planning.

The handout gives more information about the roles of these professionals.

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**SLIDE 58**

**Factors That Influence Families and Children**

As stated in the beginning of this module, many influences can affect children’s behavior. Sometimes families need extra support. Educators can ask parents how they can help.

Factors that can compromise family well-being and children’s behavior and development include:

- Poverty
- Unemployment
- High housing costs
- Food insecurity
- Community violence
- Poor health
- Stressful work environment

*Continued on next page*
A detailed resource with information about family well-being and ways to partner with families to bolster that well-being is *Family Well-Being*, part of the *Understanding Family Engagement Outcomes: Research to Practice Series*.

**REFERENCE**


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**SLIDE 59**

**Reflection**

**Materials:** Flip chart paper, pen

This closing exercise provides an example of how reflection can help early childhood educators discover how personal experiences, beliefs, and values influence their thoughts, feelings, and behaviors. It can help them develop empathy and strengthen their belief that challenges can have solutions.

Ask participants to think about a time when their family was facing a challenge, such as health issues, loss of employment, relationship difficulties, or a move to a new home.

Ask them to reflect on these questions:

- How did this challenge affect you and your family?
- How did you respond to the challenge?
- What helped you respond to and manage the challenge successfully?

Participants can share in small groups. Ask participants to think about common themes in successfully managing challenges.

Invite small groups to share those themes. Write them on a sheet of paper for the whole group.
SLIDE 60
Bringing It All Together

The final section of Module 3 provides a review of the PFCE Framework and summarizes the fundamental points shared in the module.

SLIDE 61
The Head Start Parent, Family, and Community Engagement Framework

With a solid program foundation in place for parent, family, and community engagement, program leadership and staff can partner with parents, families, and communities to promote family engagement and positive outcomes for families and children.

The activity on the next slide will ask participants to discuss how the topic of understanding children’s behavior as communication aligns with the Head Start Parent, Family, and Community Engagement Framework.

REFERENCE

Discussion: Where Does It Fit?

Materials: Flip chart and marker

Share the Head Start Parent, Family, and Community Engagement Framework with participants. You may want to print out a few copies of it, ask participants to look at it online, or review it as a group.

Ask participants how the module topic (*Understanding Children’s Communication as Behavior*) fits within the Framework. Guide them to look at the Program Impact Area of the Framework in particular. Write their responses on the flip chart for the group to see.

This exercise can serve as a reflective activity for participants as they think about what they learned during the module and how this topic fits into wider program efforts to engage families.

Participants may identify that family engagement strategies in this module align with the Family Partnerships and Community Partnerships impact areas. They may also point to Positive Parent-Child Relationships and Family Connection to Peers and Community as family engagement outcomes that this module supports.

**REFERENCE**

SLIDE 63
Session Summary

This slide lists the fundamental points of this module:

• Families and educators can work together to understand and respond sensitively to children’s behavior
• Positive relationships impact children’s well-being and behavior
• Effective communication about child behavior is an important part of educator-parent conversations and efforts to address behaviors that adults find challenging

SLIDE 64
Conclusion

This concludes the module Understanding Children’s Behavior as Communication.

For more information about this resource, please contact us:
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