OHS HSPPS Wednesdays

Head Start Program Performance Standards (HSPPS)

January 18, 2017
Today’s Agenda

• Welcome
• Hot Topics
• Monthly Focus
  • Health, Safety and Mental Health
• Resources
• Wrap Up
JANUARY’S HOT TOPICS
January Hot Topics

• **Background checks**
  - PI and FAQs published in December

• **Question and Response Process**
  - Submitted through the ECLKC
  - Responses sent to more than half of submitted Qs
  - Some Qs require broader guidance, which Central Office is working with the National Centers to develop.
Health, Safety, and Mental Health

Marco Beltran & Sangeeta Parikshak,
Office of Head Start and Early Childhood Development, ACF, HHS
Sections

- 1302.40 Purpose.
- 1302.41 Collaboration and communication with parents.
- 1302.42 Child health status and care.
- 1302.43 Oral health practices.
- 1302.44 Child nutrition.
- 1302.45 Child mental health and social and emotional well-being.
- 1302.46 Family support services for health, nutrition, and mental health.
- 1302.47 Safety practices.
• The core health services from the previous program performance standards were maintained
• Strengthened the requirements with an emphasis on oral health and parent education in health issues
• We updated the mental health requirements
• We also streamlined program performance standards
1) Support programs in creating a culture that promotes positive mental health and social and emotional well-being
2) Reduce the prejudice and discrimination around mental health services
3) Improve parent and staff understanding of what mental health means for children as well as adults
4) Empower programs to know how to handle challenging behaviors
5) Improve classroom management
1302.17 Suspension and Expulsion

**Goal:** Codifies long standing practice to not expel children from Head Start programs

**NEW section in HSPPS**
- Prohibits expulsion and severely limits suspension
- Provides steps for programs related to challenging behaviors
- Elaborates on engaging mental health consultants described in 1302.45 mental health and social and emotional well being regulation
Goal of the health section is to ensure programs provide high-quality health, oral health, mental health, and nutrition services that support each child’s growth and school readiness.
1302.41 - Collaboration and communication with parents

- Requires programs collaborate and communicate with parents about their children’s health in a linguistically and culturally appropriate manner and communicate with them about health needs and concerns in a timely manner.

- Program requirements for advance authorization from parents and for sharing policies for health emergencies.
• Determine children’s source of care
• Support parents in ensuring children are up-to-date and ensure children receive ongoing necessary care
• Determine if children have health insurance and supports families in accessing health insurance if they do not
• Requirements for extended follow-up care and clarifies use of program funds for medical and oral health services.
• Use of funds for the provision of diapers and formula
Vaccination Questions

• Can the program deny enrollment for a child that doesn’t have his/her vaccines? Where in the standards does it indicate that a child without vaccinations cannot be enrolled in the program? Where in the new standards is the information regarding vaccines or a history of immunology?

• State rules require immunization records for attendance at Head Start within 30 days upon entry or attendance cannot continue, but Head Start administrators have said that because of federal funding for the Head Start they are not able to prohibit attendance under any circumstances. Can you confirm this and cite the statue or rule that applies?
• How often do dental exams and blood tests need to be updated? Following current EPSDT requirements for state (are more rigid than new HSPPS).
1302.42 c(3) indicates that programs must facilitate fluoride supplements and other necessary preventative measures. Are the standards stating the programs must provide fluoride supplements to children if the service area lacks fluoride, along with other preventative measures such as using fluoridated toothpaste?
• Promote effective oral health hygiene with daily tooth brushing
• Direct/clear from previous instruction where we said that staff must promote effective dental hygiene among children in conjunction with meals
• Includes requirements related to how much food should be offered
• Requirements for supporting breastfeeding
• Requirements about use of funds.
• Making safe drinking water available to children during the program day is something that did not exist in our current standards under nutrition
• Addition of “social and emotional well-being” terminology

• Mental health consultation in all program models:
  – Role of consultants w/teachers, parents, home visitors, and other staff
  – Utilization of consultants
  – Obtaining parental consent
• Mental health consultants’ role in eliminating expulsions and limiting suspensions – linking back to 1302.17
  – Prevention focused
  – Collaboration with staff and parents
  – Utilization of community resources
• Addresses health education and support services that programs must deliver to families

• Improves the clarity and transparency of requirements from the previous rule

• Highlights the critical importance of parental health literacy
• Programs must offer a range of topics for parents including:
  
  – Home health and safety practices
  – Healthy eating
  – Breastfeeding support
  – Parental and child mental health

• Help parents access health insurance for themselves and their families
1302.47 - Safety Practices

- Allows flexibility to adjust policies and procedures
- Health and safety requirements
  - Facilities
  - Equipment
  - Materials
  - Background checks
  - Safety training
  - Safety practices
  - Administrative safety procedures
  - Disaster preparedness plans
Caring for Our Children Basics

• Provide guidance on voluntary, basic, minimum health and safety standards for early care and education programs

• Reduce conflicts and redundancies found in federal program standards that impact early childhood settings

• Enhance state child care licensing practices and QRIS

• Improve efficiencies in monitoring systems

• Create consistent floor across Head Start, child care, and pre-K from which programs would aspire/move to higher quality and upon which parents can rely
• Mental Health Consultants

  – Must be licensed or certified mental health professionals

  – Have knowledge of and experience in serving young children and their families if available in the community.
Health Procedures Question

• What is the definition for health procedures?

• Would these be considered health procedures that a licensed professional need to perform: blood glucose testing (diabetes), epi-pens (allergic reactions), inhaler (asthma) and suppositories (seizures)?
(8) Health professional qualification requirements. (i) A program must ensure health procedures are performed only by a licensed or certified health professional.
1302.40 – Purpose Resources

**Health Manager’s Orientation Guide**

School readiness begins with health!

**Introduction: Welcome to Head Start Health Services Management**

Whether you are new to Head Start, new to the role of health manager, or have been a health manager for a while, this guide was developed to be a resource tool for you. This section provides a brief overview of Head Start health management. It also looks at the important role Head Start plays in fostering a culture of health and wellness for Head Start children, families, and staff.

*PDF, 469KB*

**Chapter 1: Getting to Know Who Is Part of Your Health Services Team and Their Roles**

Get to know the staff health managers work with and what their roles are in your program. It also includes information about the Health Services Advisory Committee (HSAC).

*PDF, 554KB*

**Chapter 2: The Foundation of Successful Health Services**

This chapter explores the foundations of Head Start as outlined in the Head Start Program Performance Standards (HSPPS).

*PDF, 21KB*

**Chapter 3: Health Topic Self-Reflection Checklists**

Find out how checklists can help to determine what you need to do, what you need to know,
1302.41 - Collaboration and communication with parents resources
School readiness begins with health!
Head Start and other programs that serve infants and toddlers provide your child a safe environment to learn. We believe you are your child's first teacher. Parents, grandparents, and other caregivers are viewed as partners. We promise to:

- Value individual culture, beliefs, and traditions in raising children
- Listen to your concerns and share ideas on healthy child development
- Support and encourage you through your child's enrollment
- Provide you with daily reports on how your child is doing
- Assist in helping you locate community resources, such as food and medical care

Social and Emotional Development
Your child is learning how to get along with others—how to share and be kind. We use simple games that encourage cooperative play. For example, playing make-believe enables your child to play with others and try out different roles.

- She is developing a sense of humor. She likes to laugh and repeat silly words
- She will seek attention and approval of adults
- She may be influenced by what she watches on TV
- You can spend a few minutes every day doing something together that both of you like. It could be reading, walking, talking, or playing a game together
- You can show her how to handle anger and frustration. Help her take time away and show respectful actions

Toilet Training
Most children will be toilet trained by this age. However, keep in mind that each child is unique and develops at her own rate. Let us know if you have concerns about toilet training. To be successful with toilet training, your child needs to:

- Sense the urge to go
- Understand what that feeling means
- Communicate the need to go to the toilet

Solid Foods
Breast milk or formula is all your baby needs until he is 6 months of age. When you know your infant is ready, introduce solid foods one at a time. We will wait to give your infant solid foods until you let us know.

- Signs that show your child is ready
- Opens mouth for the spoon
- Seats with support
- Feels good head and neck control
- Shows interest in foods you eat
- Let us know if you have questions about bottle-feeding or solid foods

Safe Sleep
At 4 months of age, your infant may not have a regular sleep schedule. Throughout the day, he may sleep only one or two hours at a time. We place your baby on his back to sleep. This is the safest position until they are able to roll over by themselves (usually 4 to 7 months).

- He may start rolling over at this time. He may choose not to stay on his back
- We keep our crib free of toys, stuffed animals, and extra bedding for safety
- We supervise infants while they are sleeping
- Our crib meet current safety standards

Immunizations ( Shots)
Immunizations help your baby stay healthy. Your baby's pediatrician should provide routine immunizations based on the current state schedule.

- We explain how to determine if your infant is up-to-date

Healthy Active Living at Home
- Limit the fast food and drinks. It is much easier to make sure that your family eats well if you make it yourself.
- Let your child help make meals with you. Show simple tasks such as putting potatoes on the table, placing produce vegetables in the salad, or helping make salad
- If your child has a hard time sitting at the table and eating, try to keep mealtime short—10 minutes or less. Let your child get up when she shows she is finished eating
- Put healthy foods, such as a bowl of apples, where your child can reach them. When she gets hungry, she can easily get to healthy foods
- Encourage your child to drink water if he is thirsty
- Limit juice to no more than four to six ounces a day. Add water to juice, or offer fresh fruit instead
- Make sure that everyone who cares for your child gets healthy foods and doesn't eat
- When away, children should not be left for longer than 1 hour at a time
- Limit TV and video to no more than one to two hours each day
- Try not to pick TV in your child's arms
- Be active together as a family
- Choose active toys for your child. Young children need easy access to balls, jump ropes, and other active toys
- Find time to do things such as swimming, playing frisbee, flying a kite, digging in the sand, tumbling in leaves, or building sandcastles
- Find ways to engage your child in healthy active living such as playing a card game

School readiness begins with health!
Vision Screening: A Fact Sheet for Early Care and Education Programs

Introduction

Children are at their most sensitive to vision. Vision problems can have lifelong impacts on learning, behavior, and social development. Early detection and intervention are crucial for children's health and well-being.

Vision screening is a critical component of early care and education programs. It helps in identifying children who may need further evaluation or intervention to address potential vision problems.

Programs should incorporate vision screening as part of their routine health assessments. Early detection and intervention can significantly improve outcomes for children with vision problems.

Resources

- NCH Webinar: Health Issues in Head Start
- Determining Child Health Status
- Vision Screening: A Fact Sheet for Early Care and Education Programs
- The Medical Home and Head Start: Working Together
- Children with Special Health Care Needs
- Health Services Newsletter
- Early Childhood Hearing Outreach
ACTIVE SUPERVISION TOOLKIT

Together, everyone can contribute to children’s safety in every Head Start and Early Head Start program. Each person has a responsibility to help ensure children’s safety. The Head Start National Centers offer many resources to help child supervision. Program leaders and staff can use this tool to learn about program policies and practices.

The toolkit includes three sections. Each section offers information to help you:

1. **What is Active Supervision?**
   - **Active supervision** is a term used in Head Start and Early Head Start to describe the way in which staff interact with children. It includes the use of active strategies to keep children safe and promote their development.

2. **Using Active Supervision**
   - **Active supervision** involves teaching children the skills and behaviors necessary for them to stay safe and healthy. This includes providing appropriate opportunities for children to practice these skills and behaviors.

   - **Developmental guidelines** provide information on the development of children's skills and abilities. These guidelines can help staff create a safe and healthy environment for children.

**Active Supervision at a Glance**

- **Active Supervision** involves providing opportunities for children to learn and practice the skills needed to stay safe and healthy.
- **Active Supervision** includes four strategies: providing opportunities, giving cues, modeling, and providing consequences.

**Tips for Keeping Children Safe**

- **Children learn best** when they are in safe, well-supervised environments. Head Start staff can reduce the possibility of a child getting hurt when they closely observe children and respond when needed. When programs think systematically about child supervision, they can create safe, positive learning environments for all children.

Using active supervision means that programs:

1. Develop a systems approach for child supervision.
2. Provide staff development and resources to ensure programs function effectively.
3. Use redundant strategies to ensure no child is left unsupervised.

To learn how to implement active supervision, review the **Active Supervision Quick Reference Guide**. The guide provides information on how to implement active supervision in different settings.

**Active Supervision Quick Reference Guide**

- **Set up the environment**
- **Position staff**

**Center-based programs can use this tool to:**

**Using the Tool**

- **Young Infants**
- **Mobile Infants**
- **Toddlers**
- **Preschoolers**
**OVERARCHING COMPETENCIES**

These competencies reflect the most critical set of attitudes, knowledge and skills. They form a foundation for providing health services within early care and education programs.

| O-1 | A |
| O-2 | A |
| O-3 | K |
| O-4 | K |
| O-5 | K |
| O-6 | S |
| O-7 | S |
| O-8 | S |
| O-9 | S |
| O-10 | S |
| O-11 | S |

**ENGAGING FAMILIES COMPETENCIES**

These competencies reflect the relationship-based approach found in the *Head Start Parent, Family, and Community Engagement Framework* and recognize that families are the primary decision makers.

| EF-1 | A |
| EF-2 | K |
| EF-3 | K |
| EF-4 | S |
| EF-5 | S |
| EF-6 | S |
| EF-7 | S |
| EF-8 | S |

**LEADERSHIP COMPETENCIES**

These competencies address how to effectively manage and lead Head Start health services and work collaboratively with families, staff, individual providers, health organizations, and service delivery systems.

| L-1 | A |
| L-2 | A |
| L-3 | K |
| L-4 | K |
| L-5 | S |
| L-6 | S |
| L-7 | S |
| L-8 | S |

**CHILD AND FAMILY HEALTH COMPETENCIES**

These competencies address the healthy growth and development of young children from birth to five years of age, family well-being, and Head Start requirements regarding the health and safety of children, families, and staff.

- **CFH-1 A** Believe that children and families have the right to be healthy and safe
- **CFH-2 A** Acknowledge the importance of safe, responsive, and nurturing relationships for healthy social and emotional development
- **CFH-3 K** Be familiar with early childhood developmental milestones including cognitive, motor, language, and social and emotional
- **CFH-4 K** Be aware that maternal and family health and wellness beginning with preconception influence health across the lifespan
- **CFH-5 K** Know current pediatric periodicity schedules *(EPSDT)*, including physical, mental, developmental, dental, hearing, vision, and other screening tests, and immunization recommendations and requirements, and understand screening, assessment, and examination results
- **CFH-6 K** Be aware of changes in health care delivery systems *(e.g., eligibility, provider participation, covered services)*
- **CFH-7 K** Understand how **toxic stress** and **adverse childhood experiences** influence health and development
- **CFH-8 K** Know the importance of healthy oral development, risks and protective factors
Mental Health Resources

NEW! Professional Development in Infant/Early Childhood Mental Health Consultation Webinar
Examine effective infant/early childhood mental health consultation (I/ECMHC) in this webinar. Presenters discuss I/ECMHC outcomes and share implementation strategies.

NEW! Using Motivational Interviewing Techniques to More Effectively Partner with Parents
Motivational interviewing principles and strategies are effective tools in promoting relationships and behavior change. Learn how to use them to more effectively partner with parents. See video highlights that showcase these proven approaches.

Breaking Through: Video and User's Guide to Understand and Address Toxic Stress
View this 20-minute educational video to learn how toxic stress can impact a child’s life! Health and well-being. Also, find out how Head Start programs and health care profession can support children and families to help prevent toxic stress. The user-friendly guide shows how best to use this resource.

Viewers Guide
Facilitating Relationships and Change: Using Motivational Interviewing Strategies

Head Start
History of supporting families to achieve the child goals and enhance the well-being of their children. To support families, Head Start staff work to form relationships that are long-lasting and lasting. The program provides a variety of services that help families in their efforts to support their children’s development.

Using the Videos to Enhance your Relationship Building Skills
Use the viewing guide along with Handout 1: Using Motivational Interviewing to Build Relationships and Handout 2: Using Motivational Interviewing to Build Relationships and Breakdowns. Both handouts provide support and guidance to help you understand your child’s unique needs and develop a positive relationship with them.

Mental Health
What is Early Childhood Mental Health?
Can children have mental health problems? The answer is yes. Children can experience mental health problems just as adults do. Mental health problems can affect a child’s ability to learn, play, and get along with others. It is important to recognize the signs of mental health problems and get help early. The Mental Health in Early Childhood is a valuable resource that provides information and guidance on how to support children and families in improving mental health outcomes.
Mental Health Consultation Tool

ESTRES

Conceptos Básicos

¿Qué es el estrés?
El estrés es una situación emocional o mental que nos provoca ansiedad, fatiga, dolor o molestia. Es una reacción del cuerpo y la mente a situaciones que percibimos como amenazadoras o reales.

¿Qué causa el estrés?
Las expectativas que nos imponemos. Las expectativas de otras personas, nuestro entorno físico, psicológico o emocional, nuestro estilo de vida, etc.

¿Cómo manejar el estrés?
Practicar la respiración profunda. 

¡Imagine!

Thoughts Impact Behavior

Diferentes situaciones de estrés. 

1. Analiza las situaciones y sus posibles resultados para reducir el estrés. 

2. Cambia tu perspectiva. 

3. Considera que no es tan grave como parece. 

4. Se puede confiar en la investigación. 

5. Se puede confiar en el consejo de un experto. 


Estrategias para reducir el estrés. 

1. Realizar ejercicio físico regularmente. 

2. Mantener una dieta balanceada y saludable. 

3. Dormir lo suficiente. 

4. Evitar el alcohol y el tabaco. 

5. Mantener relaciones sociales saludables. 

6. Buscar apoyo emocional cuando se necesite. 

7. Practicar técnicas de relajación, como la meditación o el yoga. 

8. Buscar consejo de un profesional de la salud mental. 

9. Realizar actividades que te gusten.
RESOURCES
HSPPS Resources on ECLKC

• Videos coming to the Showcase in February
  – General Structure of the HSPPS
  – Infants and Toddlers
  – Dual Language Learners
  – Suspension and Expulsion
  – Family Child Care Option
  – Home Based Option
Presenting the New Head Start Program Performance Standards

HSPPS

HHS has made the first holistic revision and complete reorganization of the HSPPS since they were published in 1975. They are effective starting November 2016.

Explore Resources

Showcase

Find videos and resources around key topics outlined in the 2016 Head Start Program Performance Standards.

Explore Resources

Preamble - Part I

Explore the executive summary and discussion of comments from the preamble of the 2016 Head Start Program Performance Standards.

Explore Resources

Preamble - Part II

Examine the regulatory process matters from part 2 of the preamble of the 2016 Head Start Program Performance Standards.

Explore Resources

Fact Sheet

The new Standards encourage the use of data for programs to improve and ensure quality services for children and families.

Explore Resources

Q & A

Explore these questions and answers surrounding the release of the new Standards.

Explore Resources

Program Instructions

Review the Final Rule around the HSPPS for key changes.

Explore Resources

Effective Dates

Download this PDF for a list of the Standards with delayed effective dates.
Head Start Program Performance Standards Showcase

The Office of Head Start has released the first comprehensive revision of the Head Start Program Performance Standards (HSPPS) since 1975. Find out more under "Presenting the Standards." Explore the content areas of the Showcase to learn more about how the Standards apply to major Head Start program areas.
Multiple copies of the HSPPS and HSELOF are being sent directly to every center, grantee and delegate head offices, and HSSCOs

The Preamble to the rule is also being sent to grantee and delegate head offices, and HSSCOs

Spanish copies are sent in proportion to number of children whose primary language is Spanish, according to 2016 PIR

Look for them at the end of January

Addresses are based on HSES data from November
THANK YOU
Thank you for participating today!

**OHS HSPPS Wednesdays**

*Head Start Program Performance Standards (HSPPS)*

Next event: Wednesday, February 15, 2017

2 – 3:30pm EST

TOPIC – Early Childhood Systems