



THE KIDS ARE IN CHARGE: CHILDREN GUIDE THE CURRICULUM

SUMMARY

Responsive curriculum is about following the child's lead. As a teacher you can:

- Have a responsive, nurturing relationship with the children in your care.
- Have respectful, communicative relationships with family members.
- Be a good observer! Notice what children are interested in. Even young infants will show you their interests through their gaze and attention.
- Plan experiences and interactions based on all you know about this child.

Responsive Curriculum for Infants and Toddlers – the three Rs

Respect: When you have a respectful, nurturing relationship with a young child you are able to really observe what they are doing

Reflect: After you observe, you take some time to reflect on what their interests are and what their learning goals might be.

Relate: Choose how to respond to the child. Take into account temperament, learning interests, and family culture as you plan based on your observations.

LANGUAGE AND LITERACY WITH CARRIE GERMERTH

In today's language and literacy segment we talked about reading and talking with infants and toddlers. Along with the resources linked below, here are some ideas from **The News You Can Use: Foundations of School Readiness Series: Language and Literacy**

- Respond to infants' coos, gestures, and body movements. These are the beginnings of conversation!
- Add descriptions to the words children say. If a toddler points and says, "truck," you might extend this by saying, "Yes, that is a garbage truck emptying our dumpster," or "I think you hear the sirens of the fire truck."
- Talk directly to children from early infancy. Talk about:
 - things you are doing ("I'm making a sandwich. First I'll get out the bread..."),
 - things you see and hear ("Look at that car driving by! Can you hear it?"), and
 - things the child is experiencing ("Your hands got all wet when you touched the fence. The fence was wet.").
- Read books together from the start. When reading, make it a conversation! Even though a young infant cannot speak, she is paying attention to how you ask questions, the picture you point to, and your delight in sharing the experience with her.
- Point out examples of written words that have meaning to toddlers, such as their name.

ELOF MINUTE WITH PETER PIZZOLONGO

What are examples of children demonstrating mastery of skills in the **Head Start Early Learning Outcomes Framework (ELOF)** Approaches to Learning domain in a responsive environment?

Looking at the ELOF—in the Approaches to Learning Domain, one of the goals is “Child develops the ability to show persistence in actions and behavior.” Your program’s School Readiness Goals could include a goal that is similar to this goal from the ELOF, such as “Children will attend, persist, and demonstrate flexibility in learning.” In this episode, we talked about Abbie, a child who truly is showing persistence as she engaged in dropping an orange juice lid into the slit in a coffee can lid—to drop each block into the bucket, dump them out again, and do it over and over. This is an example of the ways in which children demonstrate they’re attending to or mastering skills and concepts—the developmental progression that leads to a goal that teachers and families can set for a child who is at Abbie’s

stage of development. The developmental progression for the ELOF goal, “Child develops the ability to show persistence...” includes the skill for children 8 to 18 months of age: “Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.”

Understanding the ELOF goals and developmental progression continuum can guide your teaching practices and, with your program’s curriculum, informs your implementation of high-quality learning experiences that are responsive to and build on each child’s individual pattern of development and learning.

You can learn more about ELOF by going to the ELOF pages on the ECLKC Website—the Office of Head Start’s Early Childhood Learning and Knowledge Center.

<https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof>

RELATIONSHIP BUILDING WITH AMY HUNTER | TALK ABOUT TANTRUMS

It is our job, as adults, to help children manage their big emotions. Use respect, reflect, and relate as tools to help you out!

Respect: Behavior has meaning. Be respectful of the message a child is sending. For example, find ways to give children a sense of control in their life. When possible, offer appropriate choices for children.

Reflect: Think about what the child is trying to communicate. What is the meaning of the behavior? Is a child upset about the color of her cup? Is she missing her family?

Relate: Model empathy and relate to show her you understand how she feels. You can say, “You are really mad because you wanted a red cup and you got a blue cup!” or, “You are crying because your mom left and you wanted one more hug.”

Using respect, reflect, and relate is a responsive way to support emotional development and help children through those very big emotions.

RESILIENCY AND WELLNESS | REFLECT ON YOURSELF TO IMPROVE TEACHING PRACTICES

Take some time in a quiet space to think about your own emotions around how children behave. If you aren't sure, check in with your body. Is your jaw clenched? Are your shoulders tight? It may be that the child's behavior is making you feel frustrated or angry. It's hard to act with compassion when you feel this way.

Try some strategies to calm and refocus.

- Take 10 deep breaths.
- Stretch your body.
- Check in with yourself throughout the day to notice how you are feeling.

When you make these strategies a habit you will have the ability to be your "best self" even in difficult moments.

TRY IT OUT!

Use the three "R"s—respect, reflect, and relate—to plan for experiences and interactions with a child. We'd like you to share how it went in the Teacher Time community on MyPeers—and also come back next time to tell us how it went!

RESOURCES:

Choosing books – This landing page offers many resources, including how to choose and use books in other languages and from different cultures than your own.

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/ecd>

NYCU Language and Literacy – Learn about emerging language and literacy as well as strategies to support infants, toddlers, and their families in this domain.

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/school-readiness/nycusranglit.htm>

Reading Aloud with Children of all Ages: This resource is full of information and strategies for reading to children from infancy through kindergarten.

<http://www.naeyc.org/files/yc/file/200303/ReadingAloud.pdf>

NYCU DAP – Get the basics on using a responsive approach to children's learning and practicing relationship based care.

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/cde/curriculum/DevelopmentallyA.htm>

Observation TA paper – Go in depth to learn about using observation as a tool to support a responsive approach.

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/cde/saeo/ehsta15.htm>

Digging Deeper: Looking Beyond Behavior to Discover Meaning – A series of four online lessons to learn about the responsive process to challenging behaviors in young children.

https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/comp/mental-health/digging-deeper/Digging_Deeper_intro.html

HEAD START PROGRAM PERFORMANCE STANDARDS

Information in this episode reflect the following Head Start Program Performance Standards
Subpart C—Education and Child Development Program Services

§1302.32 Curricula

(a) (1) Center-based and family child care programs must implement developmentally appropriate research-based early childhood curricula...

§1302.33 Child screenings and assessment

(b) Assessment for individualization

(1) A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child to provide ongoing information to evaluate the child's developmental level and progress...

§1302.31 Teaching and the learning environment

(b) Effective teaching practices

(1) Teaching practices must:

(i) Emphasize nurturing and responsive practices, interactions, and environments...

(ii) Focus on promoting growth in the developmental progressions described in the Head Start Early Learning Outcomes Framework...

(iii) Integrate child assessment data in individual and group planning; and

(iv) Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development...

(2) For dual language learners, a program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development.

(c) Learning environment

(1) For infants and toddlers, promote relational learning and include individualized and small group activities that integrate appropriate daily routines into a flexible schedule of learning experiences

Subpart F—Additional Services for Children with Disabilities

§1302.60 Full participation in program services and activities

A program must ensure enrolled children with disabilities...receive all applicable program services... and that they fully participate in all program activities.



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