

- * **Understanding Child Development is Key to Quality Child Outcomes Measurement and to Planning Services**
Jennifer Kaufman, Grace Kelley



- * Gain knowledge and acquire resources to provide training and information on how you can support learning about typical early childhood development and improve ECO rating process



* Purpose:

- * Important to have an understanding of typical child development
- * Its been a while since we worked with typical children or had a college course
- * ECO based on functional skills not isolated skills
- * What have you experienced?



* Why?

- * Better understanding of importance of ECO
- * Increased reliability of ECO ratings
- * Common understanding of developmental skills
- * Shift thinking from domains to functional learning and skills
- * Remind us of functional

* Results

- *Train the Trainer
- *Workshop
- *Webinar
- *Supervision
- *Guide for ECO



*How to use these resources

- *Typical Development of Children from 0-5 years
- SERRC
- *Rhode Island's Child Outcomes State Provider Training
 - **Child Outcomes Guidance Document*
 - **Developmental vs Functional Skill Activity*

*Two Examples

Typical Development of Children from 0 – 5 years



*Training Outcomes:

- * Participants will increase their knowledge on the importance of Early childhood outcomes and the relationship to reporting on the state improvement plan, indicator #3 (part C) and #7 (part B)
- * The participant will identify the characteristics of the ages and stages of typical developing children from 0–5 yrs.
- * The participant will enhance their evaluation and interview skills to be able to evaluate a child.
- * The participant will get suggestions and strategies to train using this information.

- * Intro, learning objectives, early childhood outcomes, early childhood rating scale
- * Brain Development
- * Child Development
- * 0-1 Year, 1-2, 2-3, 3-4, 4-5
 - * Powerpoint with Trainer Notes slides
 - * Developmental milestones (CDC)
 - * Developmental Health Watch
 - * Learning Activity
 - * Case Study
- * Touchpoints
- * Strengthening Families
- * Parent Involvement

*Typical Early Childhood Training

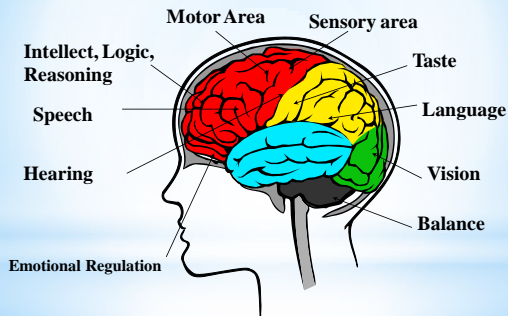
*Brain Development:

- * Learning is not simply a genetic thing.

All children benefit from enriched experiences during the early years.



Understanding the Brain

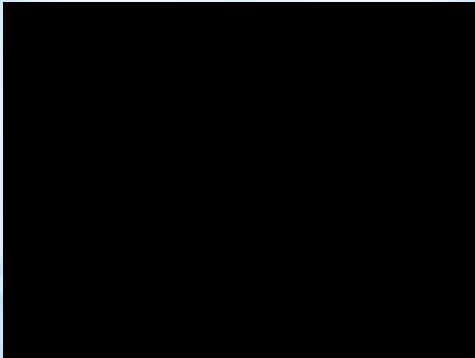


*Six Core Strengths of Healthy Development

Bruce Perry

- * Attachment: Making Relationships
- * Self-Regulation: Containing Impulses
- * Affiliation: Being Part of a Group
- * Attunement: Being Aware of Others
- * Tolerance: Accept Differences
- * Respect: Finding Value in Differences

The Science of Child Development



* Infants by the end of 3 months



* Developmental Health Watch 3 months

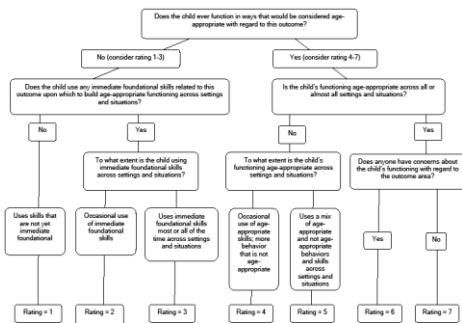
- * Doesn't respond to loud noises
- * Doesn't follow moving objects with eyes at 2-3 months
- * Doesn't smile at people by 3 months
- * Doesn't support head well by 3 months
- * Doesn't reach for and grasp objects by 4 months
- * Doesn't push down with legs when feet are placed on a firm surface (4 months)
- * Doesn't pay attention to new faces, or seems frightened by new faces
- * Experiences a dramatic loss of skills he or she once had

* Rhode Island's *Child Outcomes Guidance Document*

- * Helps users understand
 - * typical development within the three child outcomes
 - * Immediate foundational and foundational skills
 - * NOT a checklist, must be used as a guide
- * Has helped increase reliability with ratings when paired with ECO's *Decision Tree for Summary Rating Discussions* document

* Rhode Island

Decision Tree for Summary Rating Discussions



The Early Childhood Outcomes Center

5/19/09

* RI EI's *Child Outcomes Guidance Document* Sample 3-6 months

Outcome 1: Will Have Positive Social Relationships

Behavioral Descriptors:

- Infant fusses to obtain caregiver attention
- Infant's smile is more voluntary, especially in reaction to caregiver presence and interaction
- Infant greets and interacts with caregiver by smiling, increasing body movements and/or making sounds
- Infant prefers caregiver but shows more tolerance toward others
- Infant enjoys facial expressions of caregivers and others shows interest in faces
- When over stimulated, the infant can be comforted or soothed by caregiver
- Infant shows an interest in his/her mirror image
- Infant enjoys social play activities

Questions:

- How does your baby show you when he/she is happy?
- How does your baby react when he/she meets new people?
- What happens when your baby sees him/herself in the mirror?
- What does your baby do when you talk to him/her?

* RI EI's *Child Outcomes Guidance Document* Sample 3-6 months

Outcome 2: Acquires and Uses Knowledge and Skills

Behavioral Descriptors:

- Infant enjoys repeating a newly learned, enjoyable activity (i.e. shaking a rattle)
- Infant uses his/her hands and mouth to explore objects
- Infant plays with his/her own hands, feet, fingers and toes
- Infant attends to voices, sounds and faces by turning toward these sounds
- Infant finds partially hidden objects
- Infant makes purposeful movements while looking in a mirror
- Infant begins playing with sounds and begins to babble

Questions:

- What kind of toys or objects does your baby seem most interested in? How do you know this?
- What does your baby do with favorite toys?
- What do you and your baby most enjoy playing together?
- How does your baby use his/her body to explore the environment?

* RI EI's *Child Outcomes Guidance Document* Sample 3-6 months

Outcome 3: Takes Appropriate Action to Meet Needs

Behavioral Descriptors:

- Infant displays good head and neck control and supports his/her upper body when laying on his/her tummy
- Infant turns his/her head and uses his/her eyes to look for a sound
- Infant touches a toy or an adult to restart an activity
- Infant begins to babble consonant sounds (bababa, dadadada) alone and at people
- Infant vocalizes a variety of attitudes and emotions (joy, anger, pleasure, displeasure)
- Infant rolls from belly to back and from back to belly
- Infant brings his/her hands together for purposeful activities (holding toys or bottle)
- Infant uses a refined grasp (with thumb) to hold objects more independently
- Infant reaches for and grasps objects, drops and recovers objects, transfers and bangs objects

Questions:

- How does your baby let you know what he/she wants?
- How does your baby let you know how he/she is feeling?
- How do you and your baby communicate with each other?
- How does your baby use his/her body to explore the environment?
- How do you know when your baby is upset? What works to help calm your baby?

*** Training Activity
Part One:**

**Functional
or
Developmental?**



*** Functional Skills vs. Developmental Skills**

Functional Skills

Things that are meaningful to the child in the context of everyday living

Example: The child uses index finger to point to pictures to request food items when he is hungry

Developmental Skills

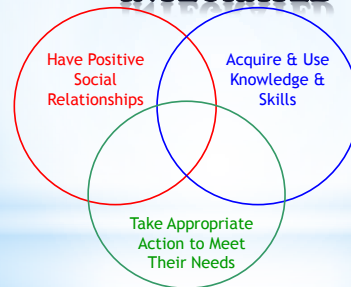
A discreet behavior or action

Example: The child can point using index finger

*** Training Activity
Part Two:**

Which Outcome?

*** Functional Skills are
INTEGRATED**



NOT domain-specific

*Share ...



- * Something new that you learned.
- * Something that you refreshed.
- * What you will change as a provider or administrator
- * What resources do you use?

◆ <http://www.cdc.gov/ncbddd/actearly/milestones/index.html> - Developmental Milestones

◆ <http://www.brazelton-institute.com/> - Touchpoints

◆ http://www.preschoollearningcenter.org/images/upload/developmental_checklist.pdf - Syracuse Developmental Checklist

*Resources:

* <http://developingchild.harvard.edu/> - up to date on early childhood development

* <http://Zerothreetothree.org> -

* Rhode Island ECO Child Guidance - <http://www.ric.edu/sherlockcenter/publications/earlyintervention/childoutcomesbyage.pdf>

*Resources