



CHILD CARE

State Capacity Building Center

Supporting Family Child Care Providers Who Serve Mixed-Age Groups with Infants and Toddlers

Hot Topics Webinar

June 20, 2018



Greeting



Ronna Schaffer
SCBC Infant Toddler Specialist,
Region I



Tina Jiminez
SCBC Infant Toddler Specialist,
Region VIII

Poll #1: Introductions

- ◆ Please select the role that fits you best



Agenda

- ◆ Set the stage: Share relevant research about family child care (FCC)
- ◆ Examine the needs of infants and toddlers in mixed-age groups
- ◆ Share technical assistance strategies to support FCC providers in meeting the needs of children in mixed-age groups



CHILD CARE

State Capacity Building Center

Setting the Stage

Why Is FCC Important?

How Is FCC Unique?

What Are the Characteristics of FCC Providers?

Percentage of Infants and Toddlers in Subsidized FCC in 2015

- ◆ 32 percent of infants in subsidized child care were in FCC settings*
- ◆ 28 percent of toddlers in subsidized child care were in FCC settings*

*These settings include child home, family home, and group home data.

Source: Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (2016). *FY 2014 final data table 13: Average monthly percentages of children in child care by age category and care type*. Retrieved May 9, 2018, from <https://www.acf.hhs.gov/occ/resource/fy-2014-final-data-table-13>

Benefits of Family Child Care

- ◆ Provides opportunities to build/deepen positive relationships over time
- ◆ Provides opportunities for cultural consistency
- ◆ Is convenient for parents
- ◆ Is an economic asset for communities

Source: Bromer, J., & Bibb, T. (2011). Improving support services for family child care through relationship-based training. *Zero to Three*, 3(1), 30–37.



Challenges and Opportunities

- ◆ There are multiple standards and regulations
- ◆ Providers may feel isolated
- ◆ Providers may lack access to information and resources
- ◆ Providers may experience role burden
- ◆ Providers work long hours
- ◆ There are mixed-aged groups

Source: Bromer, J., & Bibb, T. (2011). Improving support services for family child care through relationship-based training. *Zero to Three*, 3(1), 30–37.





CHILD CARE

State Capacity Building Center

How We Can Help Providers Meet the Needs of Infants and Toddlers in a Mixed-Age Group

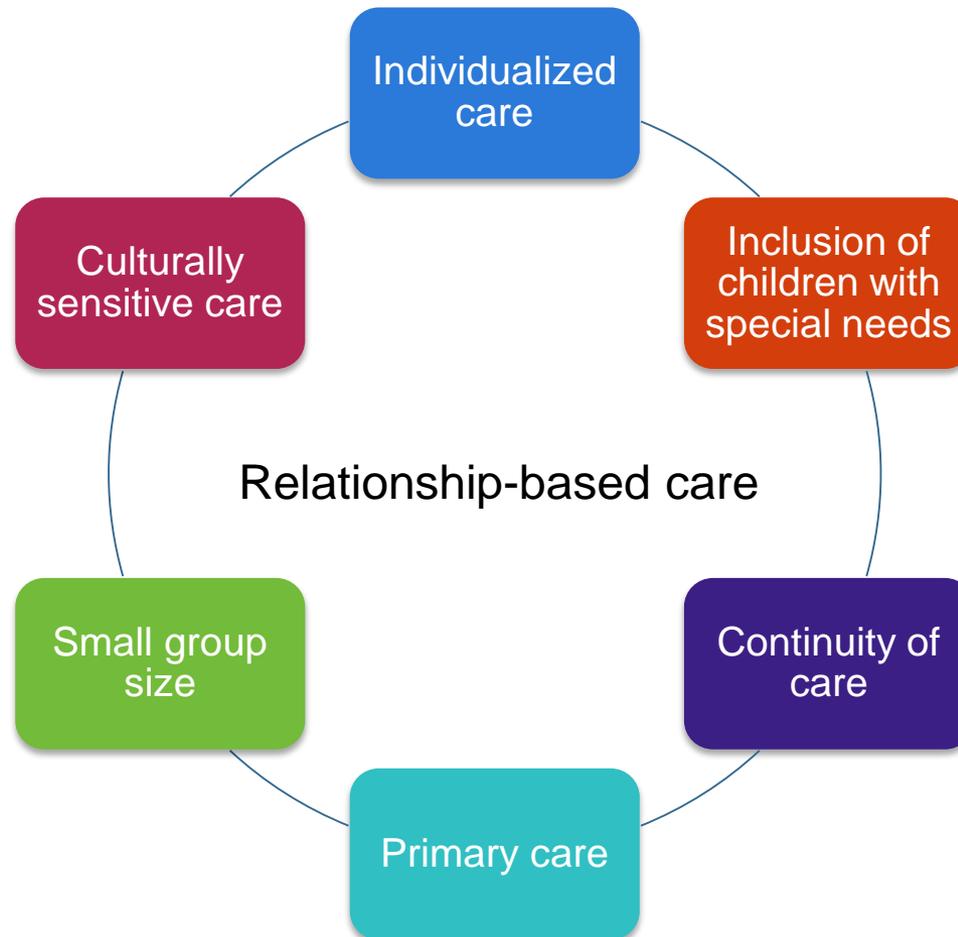
Ensure They Understand the Development of Children from Infancy Through Age 12

Infants and Toddlers Need ...

- ◆ Meaningful experiences and interactions with primary caregivers
- ◆ Caregivers who understand the rapid developmental shifts that occur from birth to age 3
- ◆ Predictable care that is individualized to their needs, abilities, and interests
- ◆ Caregivers who partner with families and who provide care in culturally responsive ways



Relationship-Based Care



Source: The Program for Infant/Toddler Care (PITC). (n.d.). PITC's six program policies [Web page]. Retrieved from https://www.pitc.org/pub/pitc_docs/policies.html

Preschoolers Need ...

- ◆ Opportunities to build confidence and competence in the following:
 - Emerging social skills
 - Language development
 - Cognitive concepts
 - Problem solving
 - Gross motor skills



School-Age Children Need ...

- ◆ Focus on voice and choice
- ◆ Developmentally appropriate space and activities
 - Learning stations for science, math, literacy, and the arts
 - Listening stations for books and music
 - Online activities
 - Homework support



Why We Must Consider the Unique Needs of Infants and Toddlers in FCC Settings

- ◆ Social relationships that are responsive to an infant's cues, needs, and interests promote optimal brain development*
- ◆ Relationship-based care buffers infants from the effects of stress*
- ◆ Learning evolves through relationships and responsive caregiving**

Sources:

*Center on the Developing Child, Harvard University. (2012). *Executive function: Skills for life and learning* (InBrief). Retrieved from <http://developingchild.harvard.edu/resources/inbrief-executive-function/>

National Scientific Council on the Developing Child. (2014). *Excessive stress disrupts the architecture of the developing brain* (Working paper 3, Updated edition). Retrieved from http://developingchild.harvard.edu/wp-content/uploads/2005/05/Stress_Disrupts_Architecture_Developing_Brain-1.pdf

**National Infant & Toddler Child Care Initiative. (2010). *Infant/toddler curriculum and individualization*. Washington, DC: Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from <https://www.zerotothree.org/resources/74-infant-and-toddler-curriculum-and-individualization>

Why We Must Consider the Unique Needs of Infants and Toddlers in FCC Settings

“Learning starts in infancy, long before formal education begins ... Early learning begets later learning and early success breeds later success ... ” —James J. Heckman & Henry Schultz

Source: Heckman J.J., & Schultz, H. (2007). Invest in the very young. In Tremblay, R.E., Boivin, M., Peters, RDeV, eds. *Encyclopedia on early childhood development* [online]. Retrieved from <http://www.child-encyclopedia.com/importance-early-childhood-development/according-experts/invest-very-young>.

Poll #2

- ◆ How much has your understanding improved regarding meeting the needs of infants and toddlers in mixed- age groups?



CHILD CARE

State Capacity Building Center

Strategies for Caring for Children in Mixed-Age Groups

Strategies for FCC Providers

Considerations for Working with Mixed-Age Groups in FCC

Environment and materials

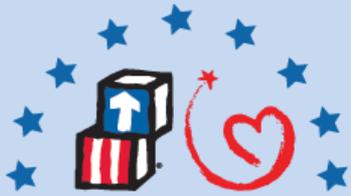
- Ensure materials meet a wide range of developmental needs
- Ensure the environment promotes health and safety

Create a flexible schedule

- Identify “must do” activities
- Plan transitions

Plan ahead

- Expect the unexpected
- Collaborate with families
- Consider opportunities for peer-to-peer learning



CHILD CARE

State Capacity Building Center

Strategies for Caring for Children in Mixed-Age Groups

Training and Technical Assistance Strategies

Technical Assistance Strategies

- ◆ Provide relationship-based training/technical assistance
- ◆ Promote connections with peers and community resources
- ◆ Offer focused professional development



Welcome our presenters



Jen Cortes

Program Coordinator
Early Childhood Leadership Institute
Center for Access, Success and Equity
Rowan University, NJ



Lisa Matter

Expanding Quality in Infant Toddler Care Initiatives
Manager
Child Care Quality Initiatives
Denver, CO



Training Infant Toddler Specialists to Employ a Strengths-Based Coaching Model



COLORADO
Department of Human Services





Coaching in Context



Colorado Coaching
Consortium



Competencies for Early
Childhood Coaches



Colorado Coaching
Credential

Coaching in Context





Why, How and What we Coach:

- 1 full day of Reflective Practice focused on the Why of topics in our coaching manual: Trust, Responsiveness, Cultural Responsiveness/Humility, Strengths-Based, Inquiry Stance*
- 1 full day of practicing the How and What of observing, documenting, and reflecting on child experiences and caregiver strategies



Lisa Matter

Expanding Quality in Infant Toddler Care Program Manager

lisa.matter@state.co.us



COLORADO
Department of Human Services



Strategies

- ◆ Share one or two successful strategies for supporting FCC providers



Poll #3

- ◆ How likely will you use at least one of the strategies or practices that you heard today?

Final Thoughts/Wrap Up



Poll #4

- ◆ Are there other webinar topics that would be useful to you?
- ◆ Please add your thoughts in the chat room.

Thank You

Gratias ago Matondi
Merci 감사합니다
Grazie Dankie Eskerrik Asko
Hvala Dziękuję Dank u wel
Dankon Thank you
Tak Shukran merci 谢谢
Gracias Obrigado 谢谢
Danke ευχαριστώ
ありがとうございました

References

- Bromer, J. (2016). *Family child care quality improvement: A new conceptual model for support* [Erikson Institute PowerPoint slides]. Presented at the National Center on Early Childhood Quality Assurance's Supporting Continuous Quality Improvement in Family Child Care peer learning group webinar on June 14, 2016 (slides 19–39). Retrieved from <http://www.qrisnetwork.org/sites/all/files/session/presentations/FCCPLG1PPT.pdf>
- Bromer, J., Van Haitsma, M., Daley, K., & Modigliani, K. (2008). *Staffed support networks and quality in family child care: Findings from the family child care network impact study: Executive summary*. Retrieved from http://www.erikson.edu/wp-content/uploads/fccnetwork_execsummary1.pdf
- National Center on Early Childhood Quality Assurance. (2017). *Developing a staffed family child care network: A technical assistance manual*. Retrieved from <https://childcareta.acf.hhs.gov/resource/developing-staffed-family-child-care-network-technical-assistance-manual>
- Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (n.d.). *Family child care brief*. Retrieved from https://www.acf.hhs.gov/sites/default/files/occ/occ_fcc_brief.pdf

Resources

- Jackson, M., & Bryan, L. (2016). Supply building strategies to meet the needs of family child care [PowerPoint slides]. Presented at the State and Territory Child Care and Development Fund Administrators Meeting in Alexandria, VA. Retrieved from <https://childcareta.acf.hhs.gov/ncase-resource-library/supply-building-strategies-meet-needs-family-child-care>
- Lawrence, S., & Stephens, S. (2016). *Quality improvement in home-based child care settings: Research resources to inform policy*. Child Care & Early Education Research Connections. Retrieved from <http://www.researchconnections.org/childcare/resources/30913/pdf>
- National Center for Quality Afterschool. (n.d.). Curriculum databases [Web page]. Retrieved from <http://www.sedl.org/afterschool/resources/curriculum>

Resources

Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (n.d.). National resources about family child care [Web page]. Retrieved from <https://childcareta.acf.hhs.gov/national-resources-family-child-care>

Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. (2016). *Characteristics of home-based early care and education providers: Initial findings from the National Survey of Early Care and Education*. Retrieved from <https://www.acf.hhs.gov/opre/resource/characteristics-home-based-early-care-education-findings-national-survey-early-care-and-education>

National Center for Quality Afterschool. (n.d.). Homework [Web page]. In *Afterschool Training Toolkit* [Online resource]. Retrieved from http://www.sedl.org/afterschool/toolkits/about_toolkits.html?tab=homework

Infant/Toddler Resource Guide



Office of Child Care
Infant/Toddler Resource Guide

About Us Contact Us

f t

Home State Level Policy Professionals PD & TA Professionals Infant/Toddler Care Providers Infant/Toddler Care Video Clips



About the Infant/Toddler Resource Guide

What is the purpose of this guide?

This Resource Guide offers a host of materials to support the development and implementation of policies and practices for high-quality care for infants and toddlers. Whether you are a Child Care and Development Fund (CCDF) Administrator developing policies, a child care provider seeking information and guidance, or a professional development provider seeking innovative training materials, this site is for you. Development of this guide is new and actively growing, so check in frequently to see what resources have been added to support your work with infants, toddlers, and their families.

Who are the intended users?

We are including resources for three primary audiences:

- CCDF Administrators, staff, and state policy professionals
- Child care resource and referral administrators, training organization directors and trainers, higher education institution administrators and early childhood/child development faculty, and technical assistance organization administrators and providers
- Infant and toddler teachers, center directors, and family child care providers

The Program for Infant/Toddler Care Six Essential Program Practices for Relationship-Based Care

These papers promote evidence-based program practices that support infant/toddler care.

Child Care State Capacity Building Center, a service of the Office of Child Care, Administration for Children and Families (ACF), U.S. Department of Health and Human Services. (n.d.). Infant/toddler resource guide [Webpage]. Retrieved from <https://childcareta.acf.hhs.gov/infant-toddler-resource-guide>

**State Capacity Building Center,
A Service of the Office of Child Care**

9300 Lee Highway

Fairfax, VA 22031

Phone: 877-296-2401

Email: CapacityBuildingCenter@ecetta.info

Subscribe to Updates

http://www.occ-cmc.org/occannouncements_sign-up/



ADMINISTRATION FOR
CHILDREN & FAMILIES