



Responsive Caregiving: The Foundation of Instructional Support

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Objectives



- Define responsive caregiving
- Identify the benefits of responsive caregiving
- Discuss strategies for providing responsive caregiving
- Connect responsive caregiving practices to practices that support school readiness



Think About...



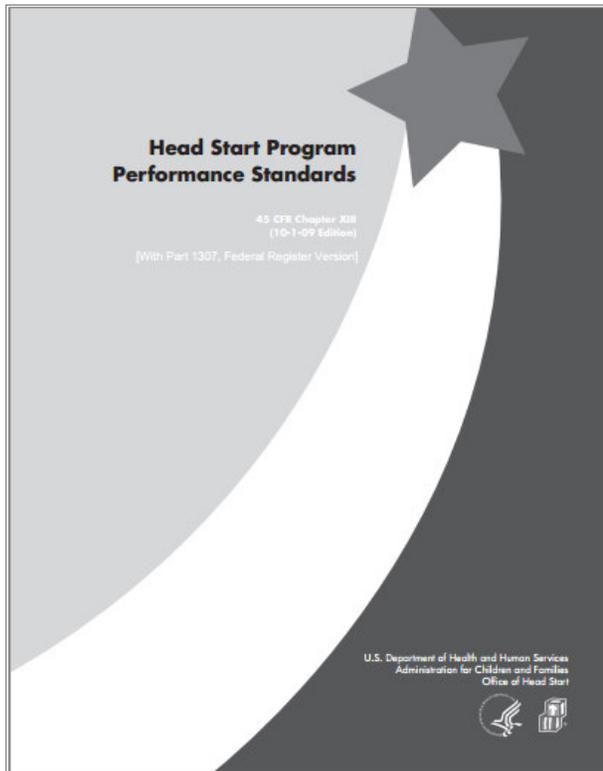
Photo courtesy EHS NRC



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Head Start Program Performance Standards

1304.51(a)(1)



1307.3(b)(2)(i)-(ii)

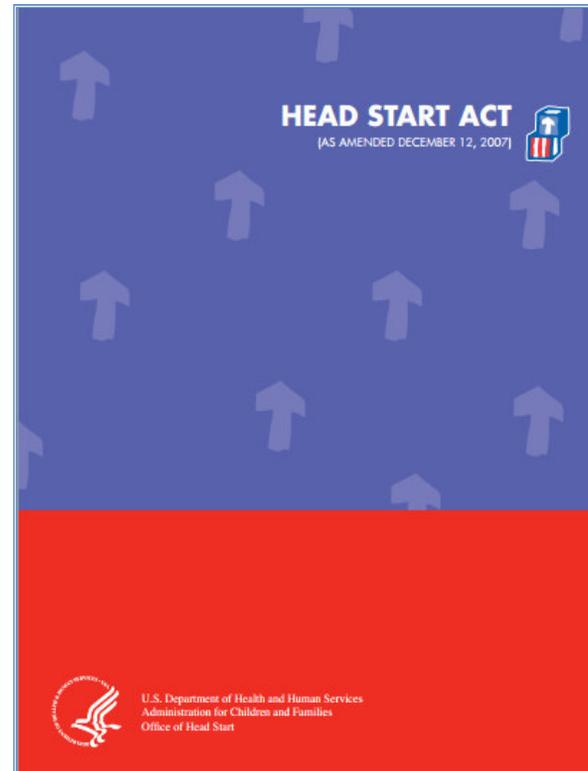




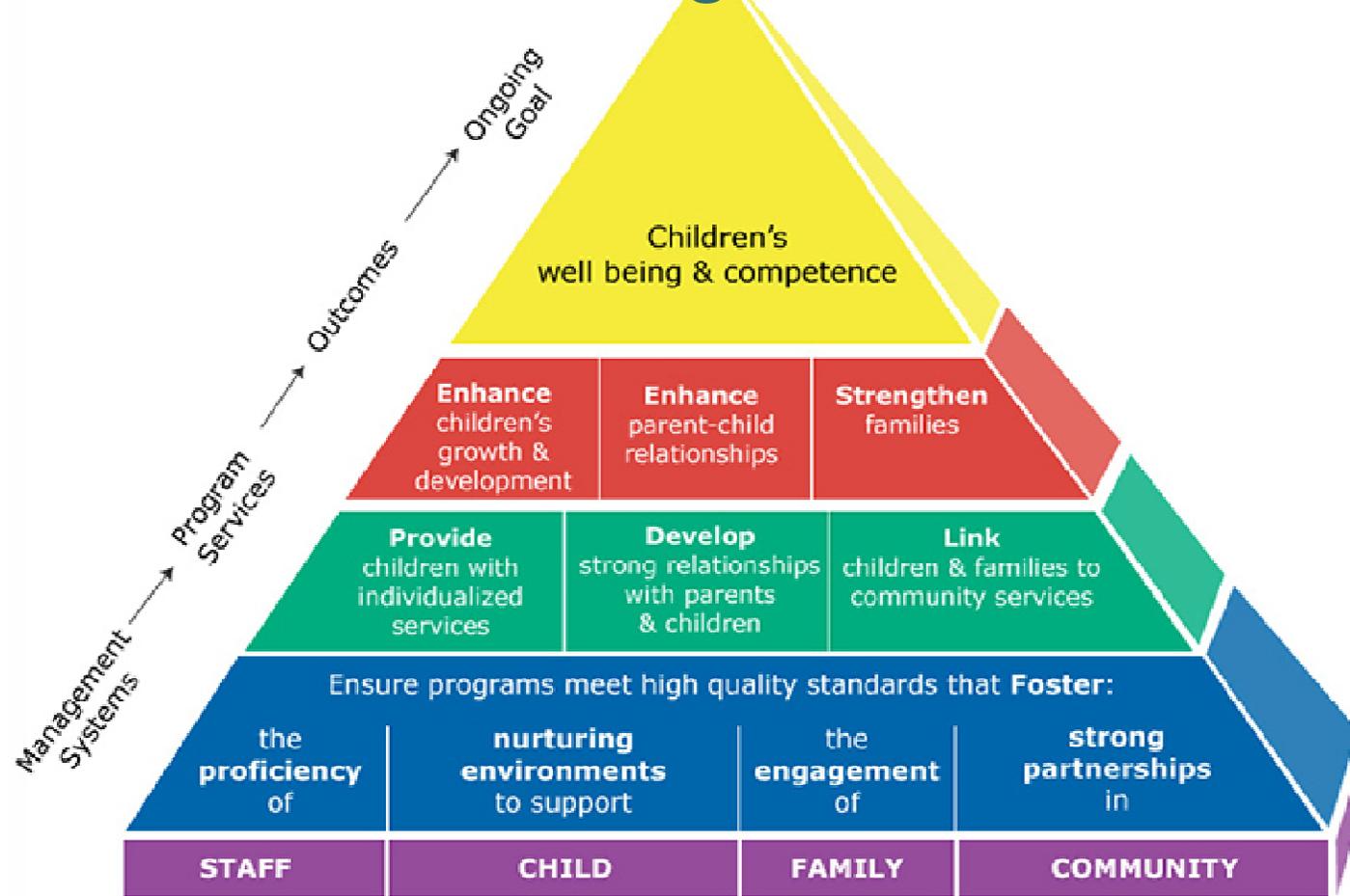
Photo courtesy EHS NRC

What is responsive caregiving?

Responsive Caregiving Is...

- ✓ "Being tuned-in," a keen observer of children and families
- ✓ Understanding the cues of infants and toddlers, then sensitively responding in ways that are helpful
- ✓ Using the environment to support development and extend learning

Program Performance Pyramid Model: Supporting a Comprehensive Birth to Five Program



Office of Planning, Research and Evaluation

http://www.acf.hhs.gov/programs/opre/ehs/perf_measures/index.html



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Why Responsive Caregiving?



Photo courtesy EHS NRC

For Children: Science Tells Us...

Infants & toddlers need

- Nurturing, ongoing relationships
- Responsive adults

Sense of security

Develop trust

- Regulations that promote nurturing practices high quality services



Photo courtesy EHS NRC

Benefits For You!!

- Deeper Relationships
- Intentionality
- Individualized Instruction
- Parent/Family Partnerships
- Professional Development



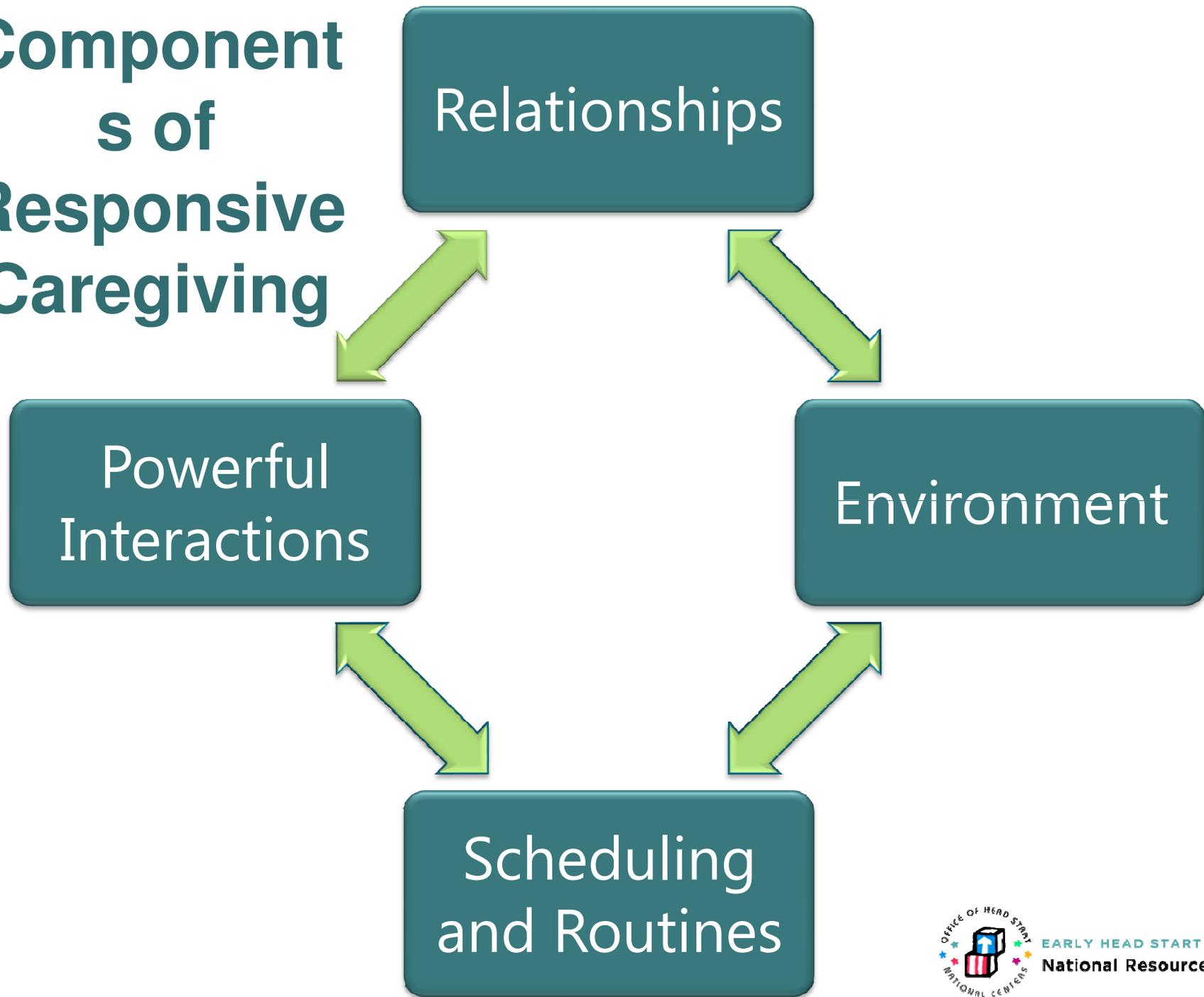
Dombro, Jablon, & Stetson, 2011, pp 8-10

Components of Responsive Caregiving



Photo courtesy EHS NRC

Components of Responsive Caregiving



Components of Responsive Caregiving

Relationships

Three Core Concepts in Early Development

2 Serve & Return Interaction Shapes Brain Circuitry

NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD

Center on the Developing Child  HARVARD UNIVERSITY

http://developingchild.harvard.edu/resources/multimedia/videos/three_core_concepts/serve_and_return/



Brain Development

Building Connections

Serve and Return

Early Experiences Build the Brain - Foundations of School Readiness

Brain Development

Science has shown that the relationships with the important people in a baby's life literally shape and form the architecture of the infant's brain!¹

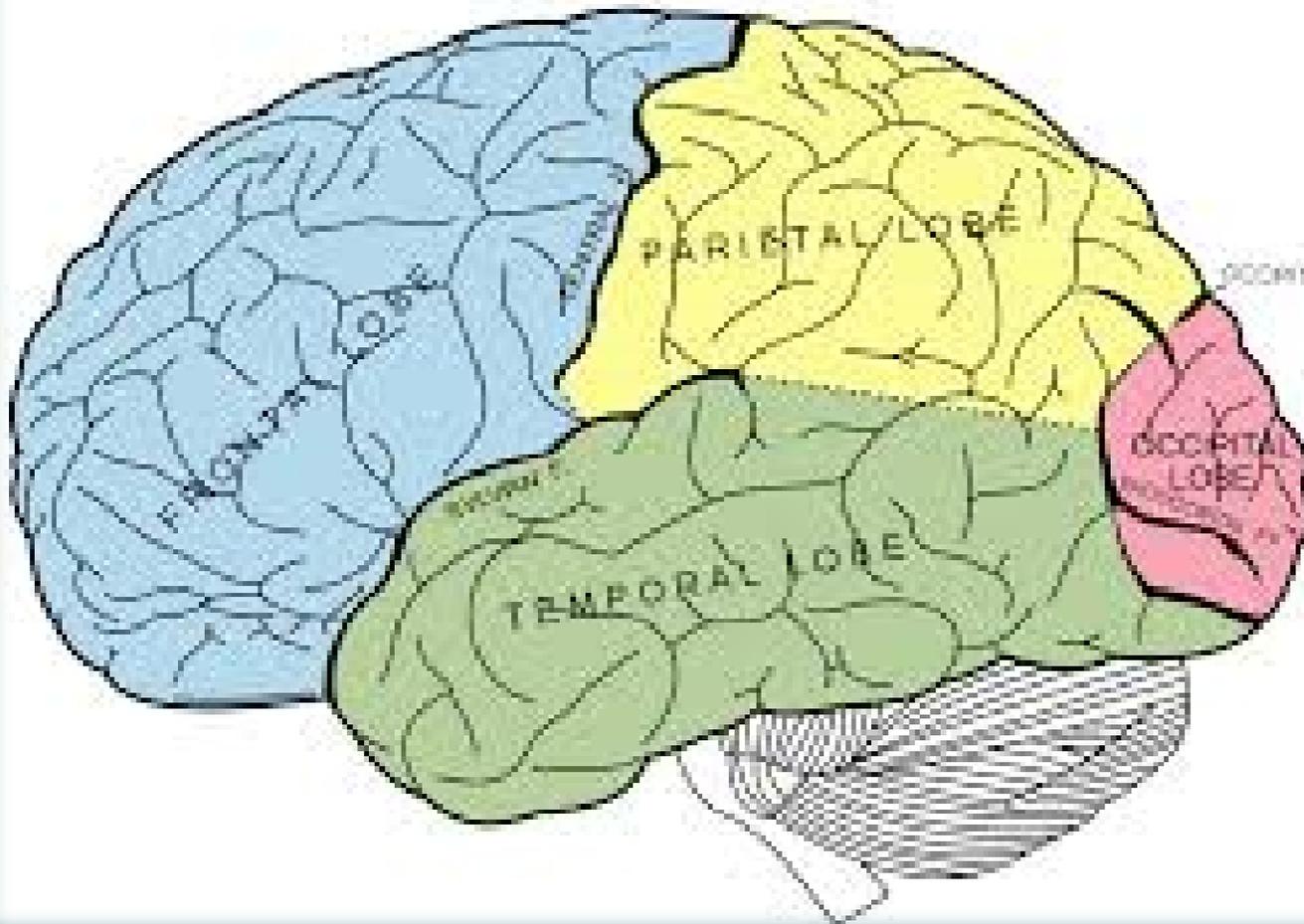
Specifically, moment-to-moment interactions with responsive caregivers help build the brain, creating or strengthening it one connection at a time. By the time children are 2 years old, the structures of their brain that will be used for later learning are mostly formed.² This means that the most important brain growth and development, the kind that will physically form the foundation for what begins long before a child ever picks up a pencil, reads a book, or enters school.³

Now that we know that when brain architecture has a strong foundation in the early years, children are more likely to be robust learners throughout their lives. In this article, we explore how the connections within the brain are created and made strong, how this happens at an early age, and how caring adults can help even in the earliest years.

Every thought, every feeling, every action is made up of billions of cells called neurons that are connected to each other. Each new experience, each piece of information that we encounter, creates a new connection, or synapse, in the brain. More connections are formed prenatally and in the first few years of life than at any other time. Some connections are not used and are pruned away, while others are strengthened. Connections that are not used or removed, to be replaced by new ones, are referred to as "silent synapses." These are the parts you can't see, but they are the parts you need.



For example, when a father, Daniel, is going on, little Daniel's face and ears calm down. At that moment, he is learning to listen.



... Image available at:
<http://www.google.com/imgres?imgurl=&imgrefurl=http%3A%2F%2Fwww.ducksters.com%2Fscience%2Fbrain.php&h=0&w=0&tbnid=J-jhrikDs6Jd5M&zoom=1&tbnh=184&tbnw=257&docid=DOwIVsTSyqEmyM&tbm=isch&ei=CZxTVNLgGuzdsASYtYHwCA&ved=0CAQQsCUoAA>

Responsive Caregiving: Understanding Baby's Cues

1.



2.



4.



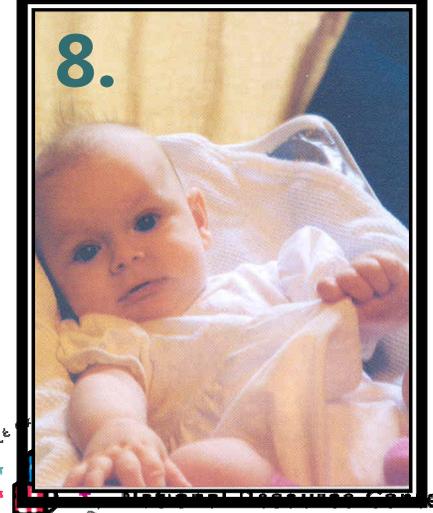
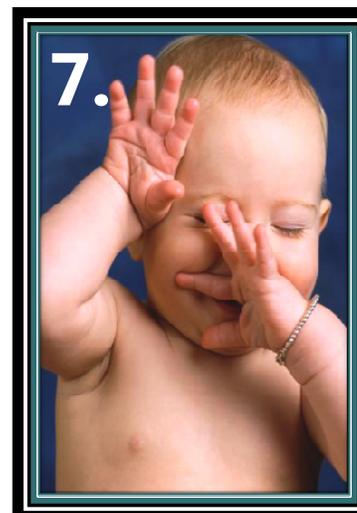
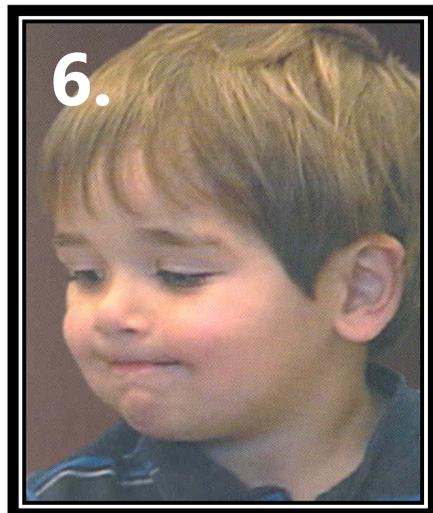
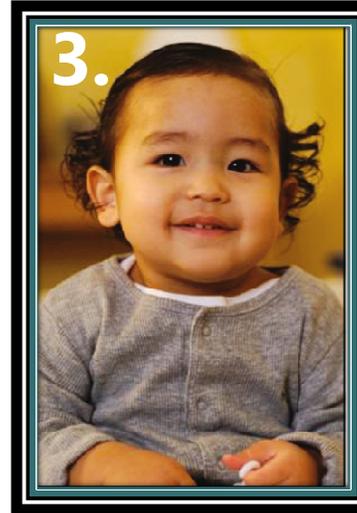
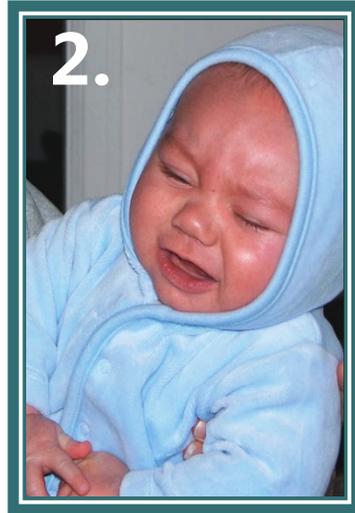
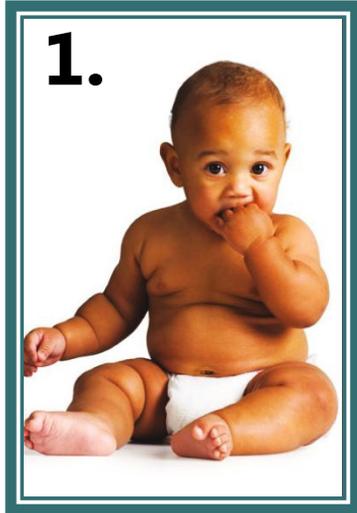
Courtesy Microsoft Clip Art

3.



Photos courtesy EHS NRC

Responsive Caregiving: Understanding Baby's Cues



Responsive Caregiving



Healthy infant and toddler development and learning happen within the context of secure, nurturing relationships with parents, family members, and other caring adults.

sy EHS NRC

Components of Responsive Caregiving

Environment

Responsive Caregiving Looks Like ...



Photo courtesy EHS NRC



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Responsive Caregiving



Courtesy EHS NRC



Responsive Caregiving



Courtesy EHS NRC

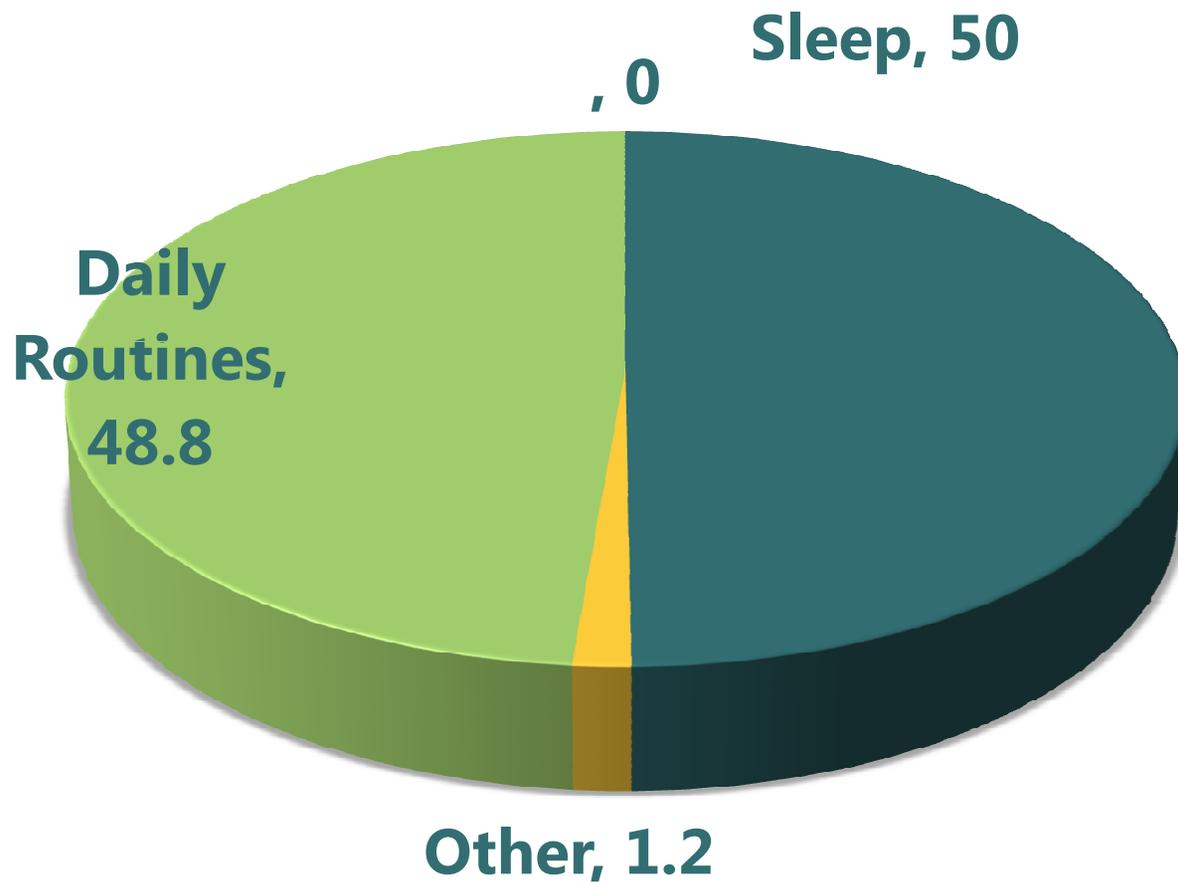


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Components of Responsive Caregiving

Scheduling and Routines

An Infant or Toddler's Typical Week



Responsive Caregiving...



Photo courtesy EHS NRC

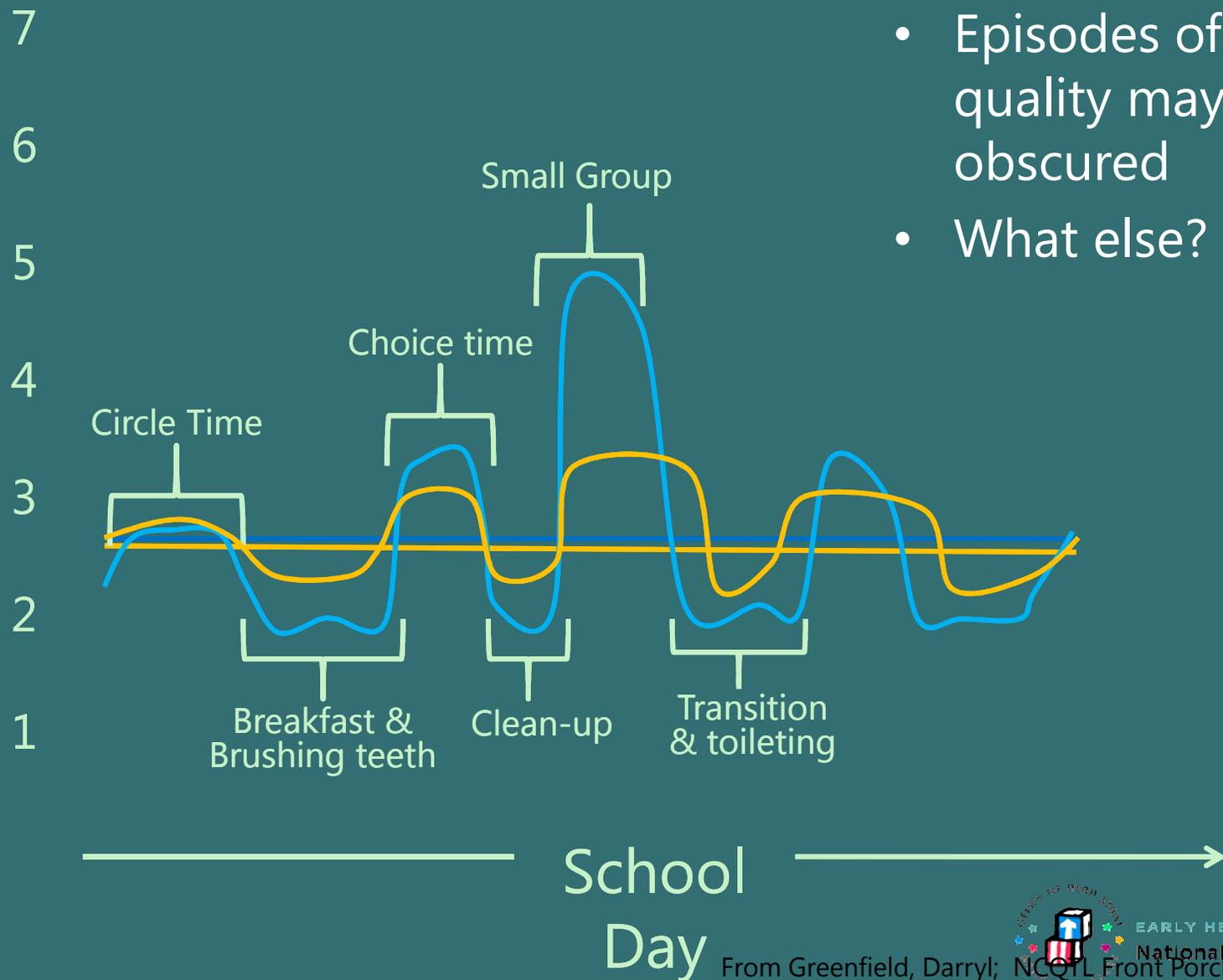


Responsive Caregiving in Everyday Interactions



Videos courtesy EHSNRC

Instructional Interactions across the day



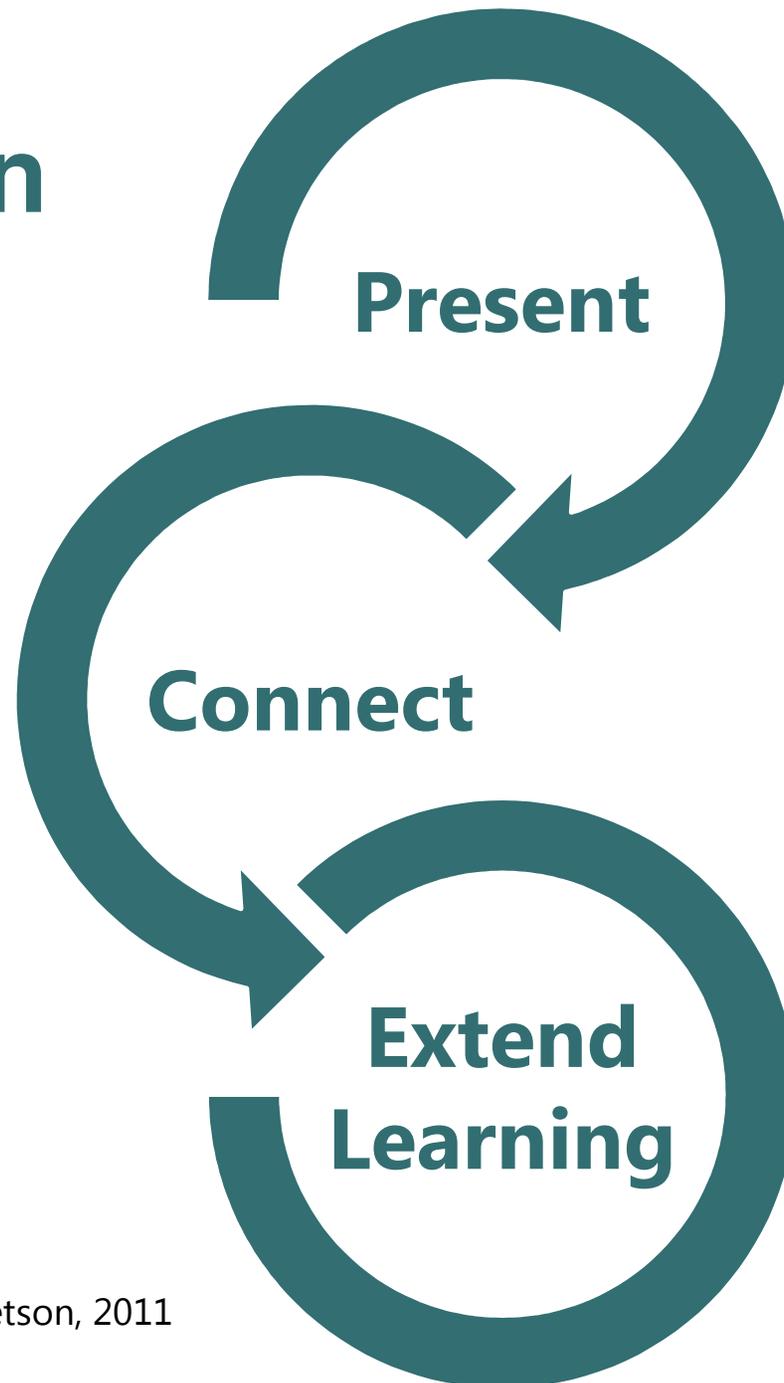
- Episodes of high quality may be obscured
- What else?

Components of Responsive Caregiving

Powerful Interactions

Dombro, Jablon, & Stetson, 2011

Powerful Interactions



Dombro, Jablon, & Stetson, 2011

Being Present (Tuned-In)

Quiet the Static

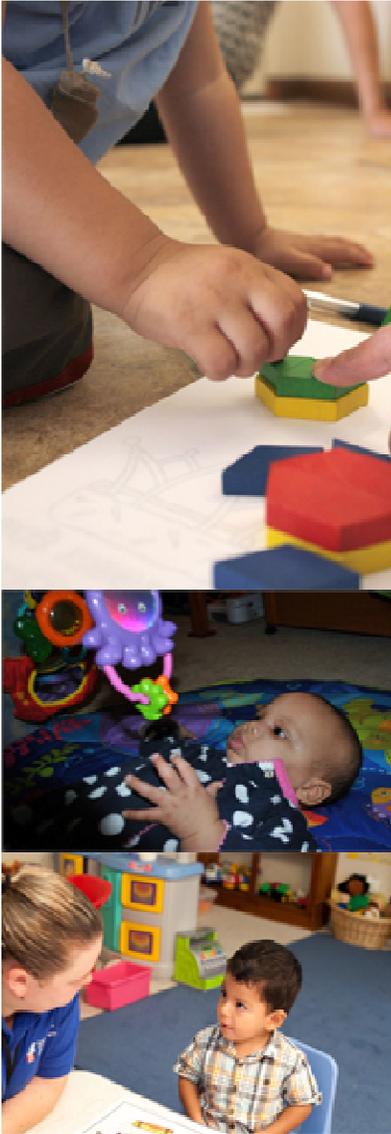
- Focus, Clear Your Mind
- Think and Prepare
- Aware of Your Feelings
- Adjust to the Child
 - Goodness of Fit
 - Preferences and Interests
 - Culture and Language

Dombro, Jablon, & Stetson, 2011, p. 13 - 23



Connect

“Connecting means observing what is interesting and significant about what the child is doing, saying, and thinking. It means letting the child know that you see her, are interested in what she is doing, and want to spend some time with her (Dombro, Jablon, & Stetson, 2011, p. 27)”



Extend Learning

1. What's the right content to teach in this moment?
2. What's the next step in this child's learning?
3. How do I make learning meaningful for this child?



1. How do the responsive caregiving practices foster infant and toddler learning?
2. What does fostering infant and toddler learning look like?

Video Observation



- Present
- Connect
- Extend Learning

Responsive Caregiving



Video courtesy EHS NRC



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Video Observation

1. How was the teacher present?
2. What did the teacher do to connect?
3. How did the teacher extend the learning?



Photo courtesy EHS NRC

Responsive Caregiving in Action



Video Courtesy EHS NRC

Video Observation

1. How was the teacher present?
2. What did the teacher do to connect?
3. How did the teacher extend the learning?



Photo courtesy EHS NRC

Foster Baby's Learning

- Scientific Method
- Problem Solving
- Applying Knowledge
- Provide Feedback
 - Engage in Conversations
 - Encourage Efforts



Photo courtesy EHS MRC

Photo courtesy

BENEFITS FOR INFANTS, TODDLERS, AND PRESCHOOLERS

- Helps children communicate their intentions, feelings, and emotions
- Encourages children's learning of new concepts and skills
- Introduces children to new vocabulary, and helps them communicate more clearly and accurately



Photo courtesy EHS NRC

Contributed by NCQTL

...AND BENEFITS FOR ADULTS



- Conversations build positive relationships between children and adults.
- Conversations support curriculum and assessment, and help adults:
 - Assess what children already know.
 - Determine what children are ready to learn next.
 - Monitor children’s progress as they learn new skills.

Contributed by NCQTL

KEY CONVERSATION ELEMENTS

In meaningful conversations with infants, toddlers, and preschool children, teachers:

- Move to the child's level.
- Watch and listen actively.
- Match the child's mood and feelings.
- Wait for a response and encourage back-and-forth exchanges.

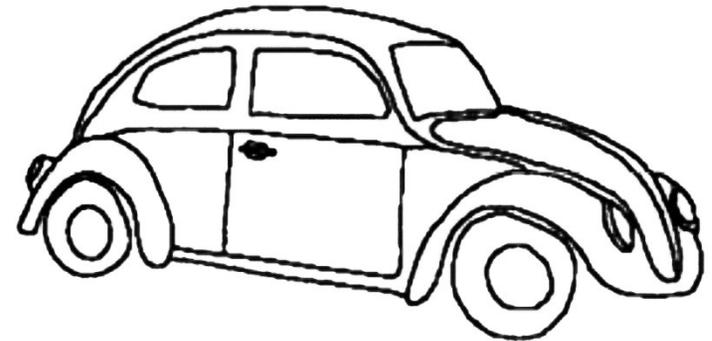
Contributed by NCQTL



PROMOTING CONVERSATIONS

C. A. R.

- Comment
- Ask
- Respond



Follow the child's lead and then:

- Comment and wait, or
- Ask a question and wait, or
- Respond by adding a little more and wait.

Adapted with permission.

Cole, K., Maddox, M., Notari-Syverson, A., & Lim, Y.S. (2006). *Language is the key: Video programs for building language and literacy in early childhood*. Seattle, WA: Washington Learning Systems.

StoryQUEST: Celebrating beginning language and literacy, first year annual report. (April, 2004). Unpublished report, California Institute on Human Services, Sonoma State University, Rohnert Park, CA.

Contributed by NCQTL



START THE CONVERSATION

WITH INFANTS AND TODDLERS

C.A.R. is also for infants and toddlers!

- Comment or ask a question.
- Pause, give the child time to respond.
- Follow the child's lead.
- Watch for cues that child is tiring.



Photo courtesy of EHS NRC

CONVERSATION TIME

INFANTS AND TODDLERS

Opportunities during daily routines:

- Arrival and departure
- Diapering and toileting
- Dressing and undressing
- Mealtimes
- Play experiences
- Transitions

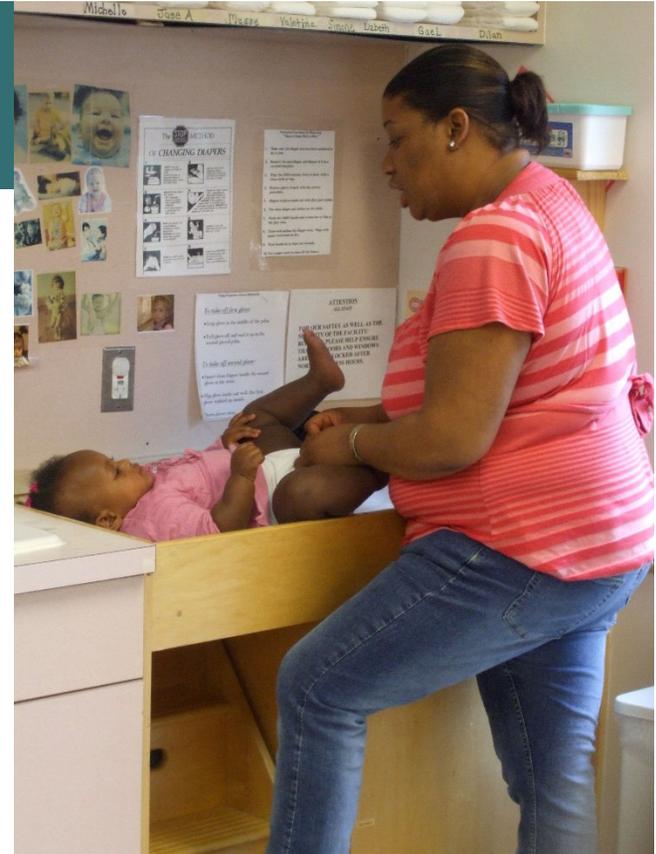
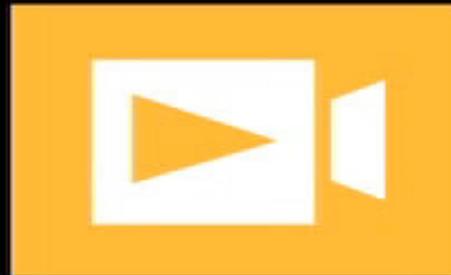


Photo courtesy of EHS NRC

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VIDEO: Conversations: Uh Oh

Contributed by NCQTL



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VIDEO REVIEW

CONVERSATIONS: UH OH

INFANTS AND TODDLERS

- Listening to the child
- Matching tone and emotion
- Expressing and expanding on what the child is trying to say
- Following the child's lead
- Giving time to respond
- Several back-and-forth exchanges



Contributed by NCQTL

Contributed by NCQTL

SUMMARY

Infants, toddlers, and preschool children all need adults to:

- Engage them with verbal and nonverbal language.
- Listen actively and wait for them to respond.
- Model meaningful, increasingly complex language.

Contributed by NCQTL



What are Extended Conversations?

Photo courtesy of EHS NRC



Extended conversations are **rich, back-and-forth exchanges** that help children develop more complex language and thinking skills.

Contributed by NCQTL

WHAT DO EXTENDED CONVERSATIONS LOOK LIKE?

In extended conversations with children, teachers:

- Take into account children's interests and experiences.
- Provide opportunities to scaffold language development.
- Expand on children's ideas and actions.



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Extended Conversation

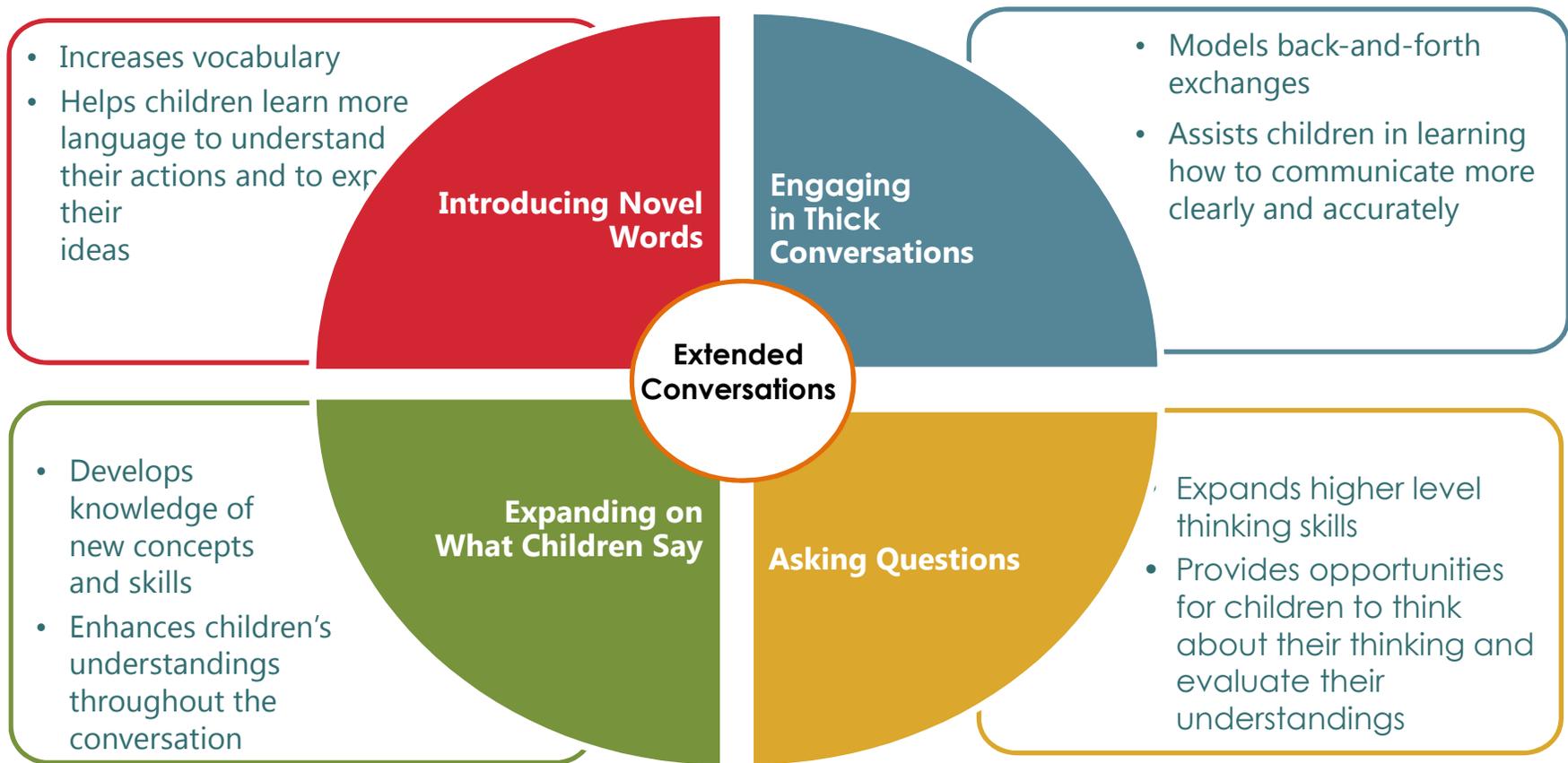


Video courtesy EHS NRC



Learning Happens. DVD. Clair Lerner and Rebecca Parlakian.
Washington, DC: ZERO TO THREE. 2007.

How Do Extended Conversations Benefit ALL Children?



Contributed by NCQTL

How Do Extended Conversations With Children Benefit Teachers?

- Show what children understand and are interested in
- Help with meaningful curriculum planning
- Provide informal assessment opportunities to determine children's:
 - Current skills
 - Future needs
 - Ongoing learning

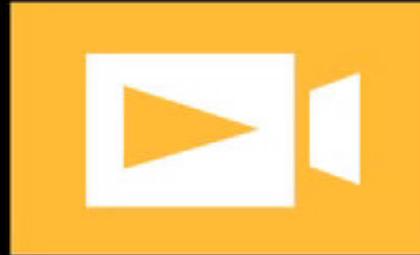


Photo courtesy of EHS NRC



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VIDEO: Thick Conversations - Infant and Toddler

Contributed by NCQTL



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Thick Conversations

THIN:

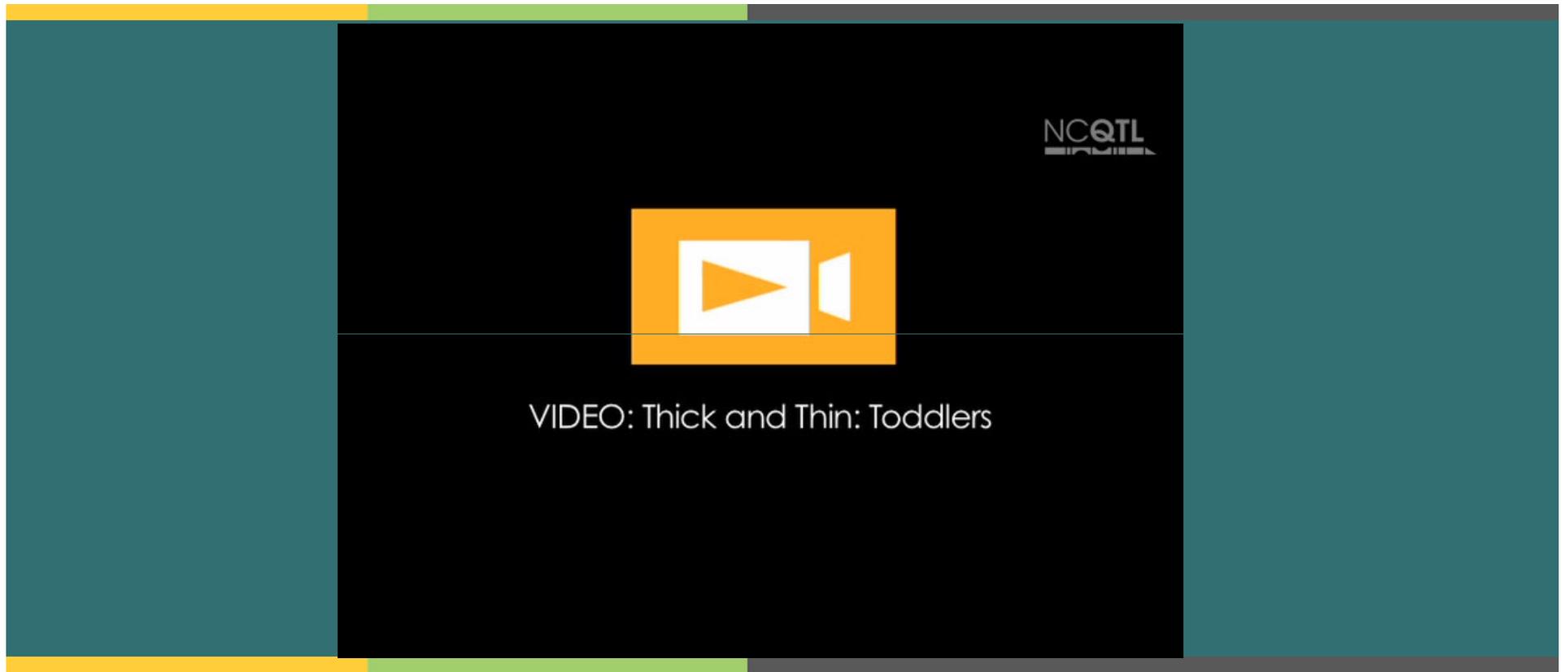
- Children use and hear limited language.
- Questions only require one word answers.
- Stops thinking process

THICK:

- **Include multiple two-way exchanges**
- **Children use and hear a variety of language.**
- **Respond to children's interests and ideas.**
- **Promote higher level thinking skills.**
 - **Explaining**
 - **Connecting**
 - **Comparing**
 - **Imagining possibilities**

Contributed by NCQTL

Thin & Thick Conversations



Courtesy NCQTL

Contributed by NCQTL





Thin Conversation Example

Teacher: Look how nicely you lined up the ducks!

Child: [Smiles].

Teacher: Was it hard to do?

Child: [Child shakes his head "no."]

Thick Conversation Example

Teacher: You did some interesting things with the rubber ducks. Tell me about what you did with the small ducks.

Child: **I line the ducks.**

Teacher: Ah, you put the small ducks in a line. You used so many that the line stretched across the water table. I wonder how many small ducks you have. How can we find out?

Child: **I count – 1-2- [teacher joins in] -3-4-5-6-7.**

Teacher: Wow-you lined up seven small ducks! What are you doing with the larger ducks?

Child: **I line more ducks.**

Teacher: [pointing]This line looks different than the line with the small ducks. How are you lining these ducks up?

Child: **I make bigger.**

Teacher: I see. You're lining these ducks up by size – small, medium, and large, just like in the book we read this morning. Now you have two lines of ducks. What will you do next?

Child: **I make swim (splashes the water, making the ducks move). I did it! Ducks swim in the pool!**

Teacher: Yes, and they look like they're having fun swimming in the pool.

Teacher: But, oh no, the ducks aren't in lines anymore! What will you do?

Child: **I fix ducks.** (Child starts to put small ducks in a line.)

Contributed by NCQTL

Thick and Thin Learning Activity

Infant/Toddler

Vignette 1 – One teacher with one infant- Board book

Vignette 2- One teacher with two toddlers – Outdoors

Vignette 3- One teacher with three infants – Small group on carpet

Vignette 4 – One teacher with 4 toddlers – Water table

Contributed by NCQTL

THICK AND THIN—TODDLERS

NCQTL



VIDEO: Talking with Toddlers

Contributed by NCQTL



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VIDEO REVIEW: THICK AND THIN

TODDLERS

- Shows interest in the child's ideas
- Extends thinking by asking questions
- Connects the conversation to the child's parents
- Scaffolds language development



Contributed by NCQTL

Engaging Children in Conversations



Photo courtesy of EHS NRC



- Actively listen to and observe what a child communicates.
- Match the tone and feelings of the conversation to a child's emotions.
- Build on a child's experiences and interests.
- Promote many back-and-forth exchanges between partners in the conversation.

Contributed by NCQTL

EXTENDING THE CONVERSATION

INFANTS AND TODDLERS

Encourage multiple back-and-forth exchanges

Extend children's communications

Respond to children's interests and ideas

Nurture children's thinking skills



Photo courtesy of EHS NRC

Contributed by NCQTL

Extended Conversations Summary

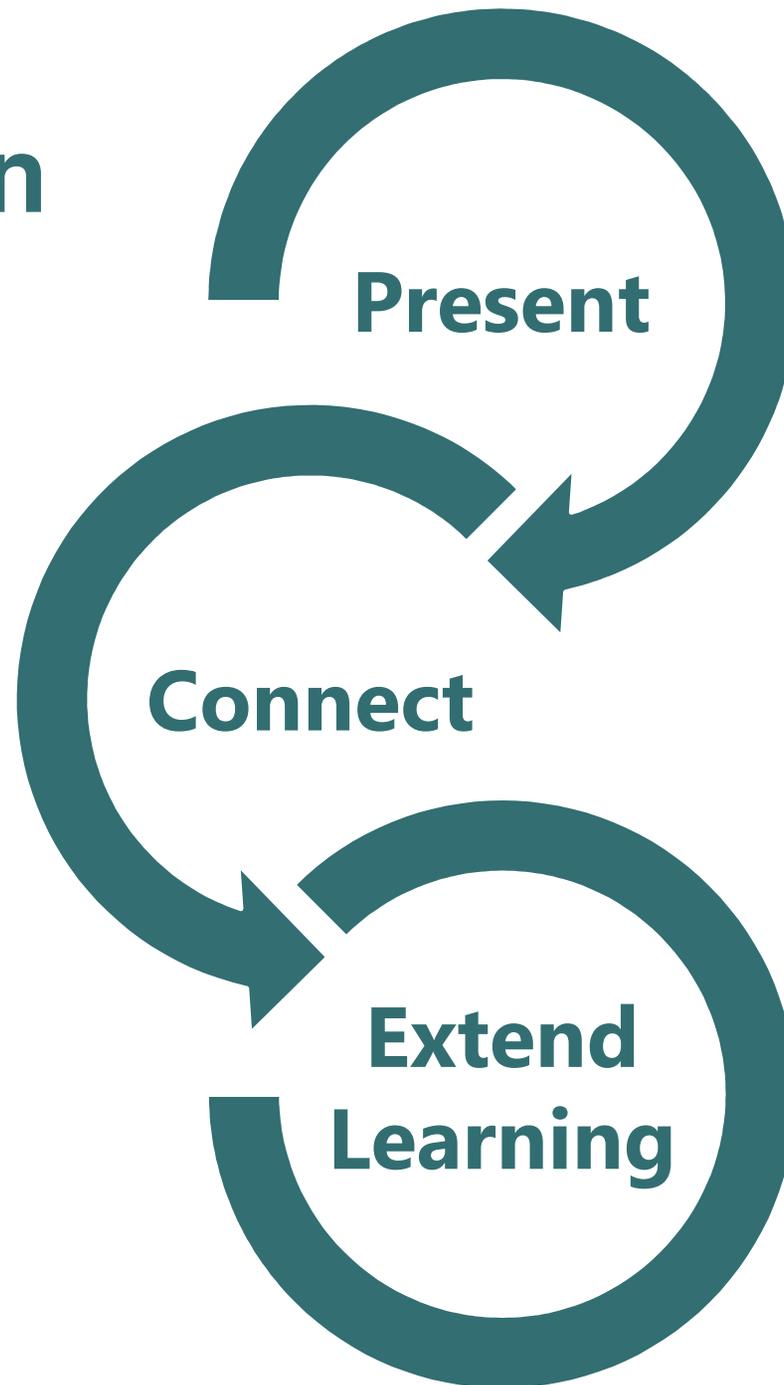
Extended conversations are rich, “thick,” multiple back-and-forth exchanges that help children develop more complex language, thinking skills, and social skills.

Contributed by NCQTL

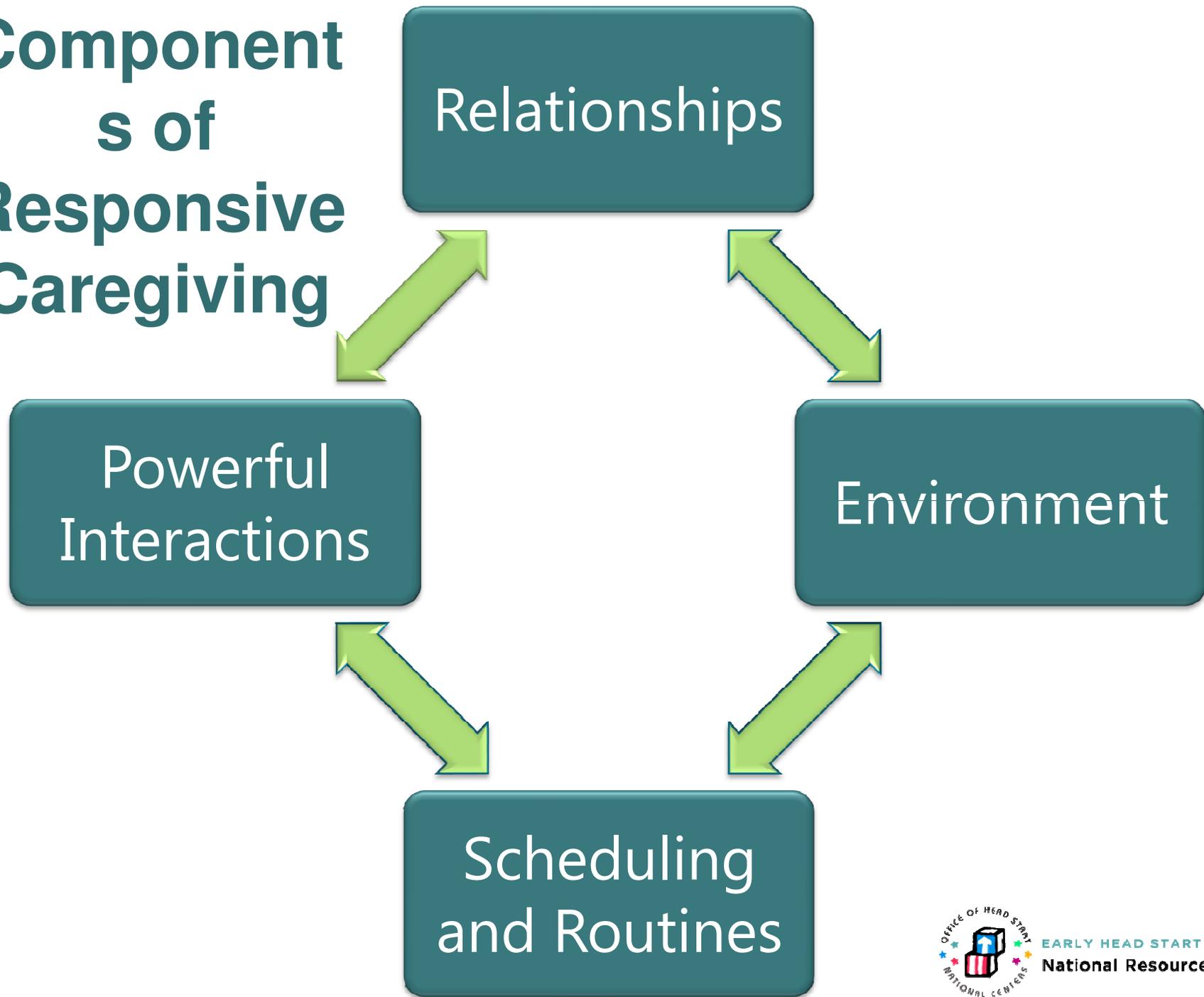


Powerful Interactions

S



Components of Responsive Caregiving



Supporting Learning Through Responsive Caregiving Practices - Reflections

- What is working?
- What do you still wonder about?
- What will you take with you?
- How will you encourage more and deeper conversations?



Photo courtesy EHS NRC

Responsive Caregiving: The Foundation of Instructional Support



Photo courtesy EHS NRC

Thank you.

**Please complete the
evaluations – both sides,
please!**



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Early Moments Matter, Copyright © 2011 Vulcan Productions.

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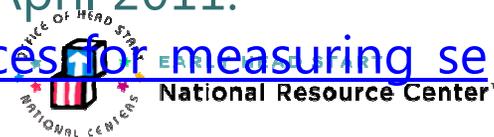
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