Babies and Toddlers Too!

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Introductions

Introducing The Perspective Pyramid:
Considering multiple perspectives

Consultant
Caregiver

relationships
Other
Parent
Child

Multiple Perspectives

- What’s it like to be this caregiver?
- What’s it like to be this parent?
- What’s it like to be this child?
- What’s it like to be the other children?
- What’s it like to be the consultant?

A family home childcare provider tells the consultant that she is very frustrated with a mother who rushes in every morning, very frazzled and impatient, leaving her two-year-old son crying as she rushes out the door to work.
Reflective Practice

- Working with young children, their families and caregivers arouses powerful feelings in all of us and requires us to acknowledge and reflect on these internal reactions.
- Effective consultation requires us to reflect on the multiple perspectives of everyone involved—the child, parent, caregiver, other children, consultant (ourselves).

By considering multiple perspectives and attending to all the relationships, we can become a voice for all involved, especially the child.

Infant Toddler Training & Consultation

- Funded by the Minnesota Department of Human Services
- Three out of eight project activities
  - PITC as a Curriculum
  - Child Development Training for ERS consultants
  - Reflective Practice/Consultation

Professional Development in MN

- New statewide systems
- New statewide training and consultation initiatives

New Systems

- Minnesota Center for Professional Development, Metropolitan State University
- Centers of Excellence, ECSE - Minnesota Department of Education
- Minnesota Association for Infant and Early Childhood Mental Health, University of Minnesota

New Statewide Initiatives

- Building Quality
- Technical Assistance Center for Social Emotional Learning (TACSEI)
- Infant and Early Childhood Mental Health Certificate Program (IECMH)
Research-based Adult Learning

- Training happens over time.
- It is tied to application.
- It includes reflection/reflective practice.
- Engages through of “community of learners” approach.

Minnesota’s Infant Toddler Training Intensive Project (ITTI)

- Bush Foundation initiative (MN, ND, SD)
- Statewide Train-the-trainer Model
- MN CCR&R Network
- The Program for Infant Toddler Care: content and trainer development

Other Statewide I/T Efforts

- Infant Toddler Indicators of Progress
- Infant Toddler Core Competencies

QRIS In Minnesota

- Pilot: Parent Aware
  - 5 communities chosen for pilot
  - 237 programs
  - 45 stakeholders
- Minnesota CCR&R Network

Parent Aware QRIS- measures

- Measures
  - Direct Observation (Quality)
    - Infant Toddler Environment Rating Scale
    - Early Childhood Environment Rating Scale
    - Family Child Care Environment Rating Scale
    - Classroom Assessment Scoring System
  - Self-Report
    - Parent Aware Rating Tool
      - Family Partnerships, teaching materials & strategies, tracking learning, teacher education and training, child safety

Planning for QRIS Standards

- Identifying approved curriculums:
  - Need to identify quality infant/toddler curriculums
  - Lead to PITC As Curriculum
Training for ERS Consultants

Goals of ERS Training
- Provide a foundational understanding of the transactional nature of child development for ERS Consultants as a basis for their work with caregivers
- Introduce training curricula and other resources that can be used by ERS Consultants to increase their knowledge and skills

The 9 modules in this training series are based on:
- **Program for Infant Toddler Care (PITC)** developed by WestEd in California (http://www.wested.org/cs/we/view/pj/541)
- **Prevent Child Abuse and Neglect (PCAN)** published by Zero to Three (http://www.zerotothree.org/)
- **Early Learning and the Brain** also published by Zero to Three

Reflection is the evolving conceptualization of what one is:
- Observing
- Doing
- Feeling

Reflective Practice

- Appeared in the educational literature (Dewey, 1933)
- ...a way to grow professionally—open-mindedness, whole-heartedness, and responsibility (Pedro, 2006)
- ...helps teachers understand complex problems: technical skills interact with experience
The "mental health" part of reflective supervision, as used in the field of infant mental health, took the process into new territory: attention to feelings and to relationships.

Problems are not usually about content or development. We know a lot about what to do: the challenge is being able to carry out the strategies given the emotional complexity... team dynamics... personal pressures... and stressors on the program.

Gilkerson, 2004

Models a way of "being and doing" with families that recognizes
- the power of trusting relationships
- and time set aside to reflect on what children and their families are experiencing

(These requires a shift in thinking)
- not part of traditional teacher training
- alters professional identity

In the "parallel process" of reflective supervision professionals experience the same type of support that they attempt to provide to families.
Parallel Process

- Mental health clinicians
- PITC trainer/coaches
- ERS consultants
- Child care providers
- Children, families, co-workers

It’s all about relationships

Knowing how to read and respond appropriately to an infant is at the heart of the science and art of caregiving.

Practicing

- Let’s watch some children and their caregiver

Applications

- For Caregivers
- For Trainers
- For ERS Consultants

Closing

- Questions
- Quotes