

Tips for Early Care and Education Providers

Interagency Autism Coordinating
Committee Meeting
July 9th, 2013



ADMINISTRATION FOR
CHILDREN & FAMILIES



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Administration for Children and Families Early Childhood Development

Head Start

Child Care

Early Childhood
State Advisory
Councils

Tribal Maternal
Infant Early
Childhood Home
Visiting

Race to the Top-
Early Learning
Challenge



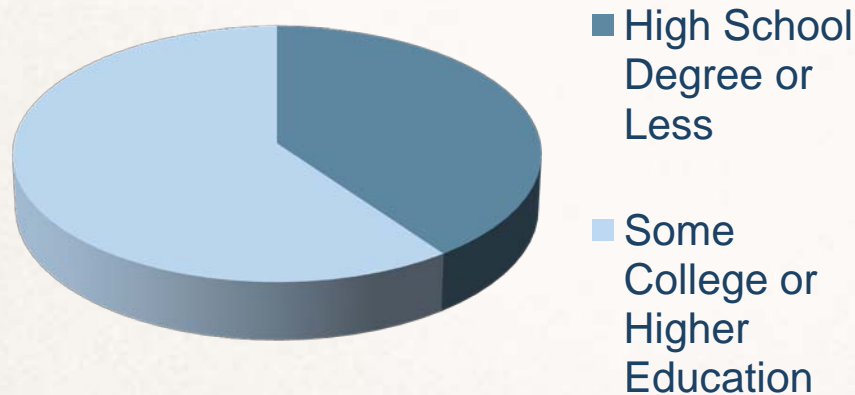
Children in Early Care and Education Settings

- Nearly 11 million children under age 5 are in some type of child care setting every week – on average for 35 hours per week
- Nearly 1.7 million children receive child care assistance from the Child Care and Development Fund every month
- The Head Start program serves nearly 1 million children

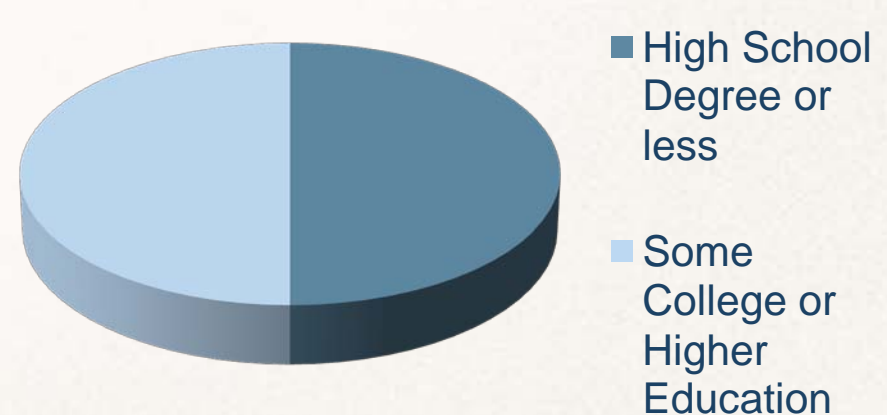


Early Childhood Workforce: Education Level

Center-Based Early Childhood Providers



Home-Based Early Childhood Providers



•Bassok, D., Fitzpatrick, M., Loeb, S., & Paglayan, A. (2013). The early childhood care and education workforce from 1990 through 2012: Changing dynamics and persistent concerns. *Education Finance and Policy*.



Early Childhood Workforce: Education Level *Head Start*

- Due to statutory requirements, Head Start has a larger percentage of teachers with at least a B.A. in early childhood programs.
- 64% of Head Start teachers hold at least a B.A.
- 60% of Early Head Start teachers hold at least a 2-year degree.



Tips for Early Childhood Providers

- ACF and NICHD queried a group of researchers:

“If you could give early childhood providers nationwide one tip for working with children with ASD, what would it be?”

....Keeping in mind varied education and literacy levels, no supplemental support, low wages, resource-poor classrooms and homes.

TIPS FOR EARLY CARE AND EDUCATION PROVIDERS

Simple Concepts to Embed in Everyday Routines



Most of the top researchers in the country offer helpful tips and concepts to help you work with young children with autism spectrum disorder (ASD). The tips are based on concepts of learning and development that can be worked into everyday routines. Each tip describes a concept, why the concept is important, and a step-by-step description of how to work these simple concepts into everyday routines. The concepts include:

- Engaging Children in Play
- Using Children's Interests to Activate
- Promoting Child Participation with a Shared Agenda
- Using Visual cues to Guide Children
- Playing Together with Objects: Practicing joint attention
- Learning About Learning from Attention
- Encouraging Learning Potential
- And children supporting teaching children to play with each other
- Predictable Routines
- Intentional and Collaborative Teaching to Support an Appropriate Behavior

Although these tips were developed to help children with ASD, they can help all children grow and learn. We hope these concepts are useful in supporting all the children in your care.

Publication supported by:

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NICHHD
National Institute of Child Health and Human Development



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Tips for Early Childhood Providers

- 54% response rate from researchers
- Modified language for reading levels
- Added tangible examples
- Circulated to Federal experts
- Returned to researchers for final review
- Disseminated to early childhood networks



Tips

1. Engaging Children in Play
2. Using Children's Interests in Activities
3. Promoting Child Participation with a Shared Agenda
4. Using Visual Cues to Make Choices
5. Playing Together with Objects: Practicing Joint Attention
6. Learning Words During Joint Attention
7. Book Sharing



Tips

8. Uncovering Learning Potential
9. Peer-Mediated Support: Teaching Children to Play with Each Other
10. Predictable Spaces
11. Predictable Routines
12. Distracting and Redirecting Children to Engage in Appropriate Behavior



Engaging Children in Play: WHAT

Social play with objects involves playing with toys in a way that encourages talking, looking, or engagement between a child and a caretaker and/or a peer. The child engages with the adult or peer and with the object, usually taking turns that build on or keep the activity going. This type of play is usually marked by shared enjoyment between partners and includes smiles, laughs, and continued interest.



Engaging Children in Play: WHY

Social object play is an important developmental skill that increases social engagement and communication between partners.



Engaging Children in Play: HOW

Step 1: Provide developmentally appropriate toys at the child's current play level.

Step 2: Follow what the child is looking at to see what interests them.

Step 3: Once the child begins to play with the toy, join in the play by imitating what the child is doing.

Step 4: Build the play activity by taking a turn with the child and following what the child does. Balance the turns so that neither partner is taking more turns than the other.



Engaging Children in Play:

HOW

- **Step 5:** Once the play routine is solid, expand the routine. Bring in other toys or items to extend the activity. Here's an example:
 - If the child is building a tall tower with blocks and you are helping to build the tower by taking your turn, encourage the child to knock the blocks down when all the blocks are used. The crashing of the blocks should be fun and motivate the child to repeat the activity (rebuild the tower and crash again).
 - Expand the activity by adding a toy figure to the tower that falls down, or add a truck to the game that knocks the blocks down.



Engaging Children in Play: HOW

Step 6: Look to the child's attention, active involvement, and enjoyment of the activity to see if the play routine is motivating. The more motivated the child is, the longer the play routine will last and the greater the opportunities for practicing social and communication skills.



Next Steps

- Add corresponding videos
- Create “hybrid” version for further simplification
 - Decrease number of words
 - Add step-by-step pictures
- Research:
 - Minimal education, training, knowledge necessary to support children with ASD in inclusive early childhood settings
 - Effective strategies that can easily be embedded in existing early childhood activities with fidelity
 - Assuring systems are linked
 - The early intervention, medical home, mental and behavioral health systems should assure linkage to the early care and education system.



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