



- This webinar will be recorded. We will be starting the recording momentarily.
- By remaining on the webinar you are consenting to being recorded. If you do not wish to be recorded, you must log off now.



Pennsylvania's Early Childhood Health and Safety Systems Supports



Re-imagining ECE Environments

Welcome!

This is the fourth webinar in the series of five

- Today's Topic: **Re-Imagining ECE Environments**
- Each live Webinar is followed the next day by a 1.5-hour open space session for questions, reflections and sharing

Questions may be submitted anytime to hssco@pakeys.org

Housekeeping

- Today's live webinar is a presentation only format and all participants are muted.
- Please turn off your video.
- **Participants may type questions into the Chat Box during the presentation. We will do our best to respond, if time permits.**
- Live Webinar presentations are followed the next day by a 90-minute open space session for questions, reflections and sharing.
- **Questions which are not addressed today will be addressed, if possible, during the open space session tomorrow.**



Co-Facilitator

- Amy Requa, MSN, CRNP
(Certified Pediatric Nurse Practitioner)
- Senior Health Manager at
the Pennsylvania Key
 - In support of
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of Child Development
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Program Quality Assessor

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Children's Developmental Program, Inc
ELRC 16

Pam Post

Chelten Child Development Center
ELRC 17

Theresa Gonzalez

Family Child Care Home
ELRC 18

Goal for Today's Webinar

To provide **support teams** with information and resources to support ECE providers in re-imagining ECE environments that will be responsive to the educational, health and safety needs of children, families and staff.

Early Childhood Health and Safety Systems Support Teams

- Bureau of Certification Supervisors/Representatives
- Infant Early Childhood Mental Health Consultation Team
- ELRC Quality Coaches
- Program Quality Assessment Team
- Preschool Program (PK) Specialists
- Early Intervention (EI) Advisors
- Early Intervention Technical Assistance (EITA) Consultants
- EITA Family Support (FS) Consultants
- ECELS TA Staff



Re-imagining ECE Environments?

What might be reimaged?

- Physical Environment
- Program Policies
- Implementation of Curriculum
- Communication
- Staffing





Asking The Experts



Children's Developmental Program, Inc.

**Yvette Julie
Townsend
Executive Director**











Pam Post
Director

CHECK-IN HERE

A7

WELCOME
BACK!!!

Welcome to our Summer Safari





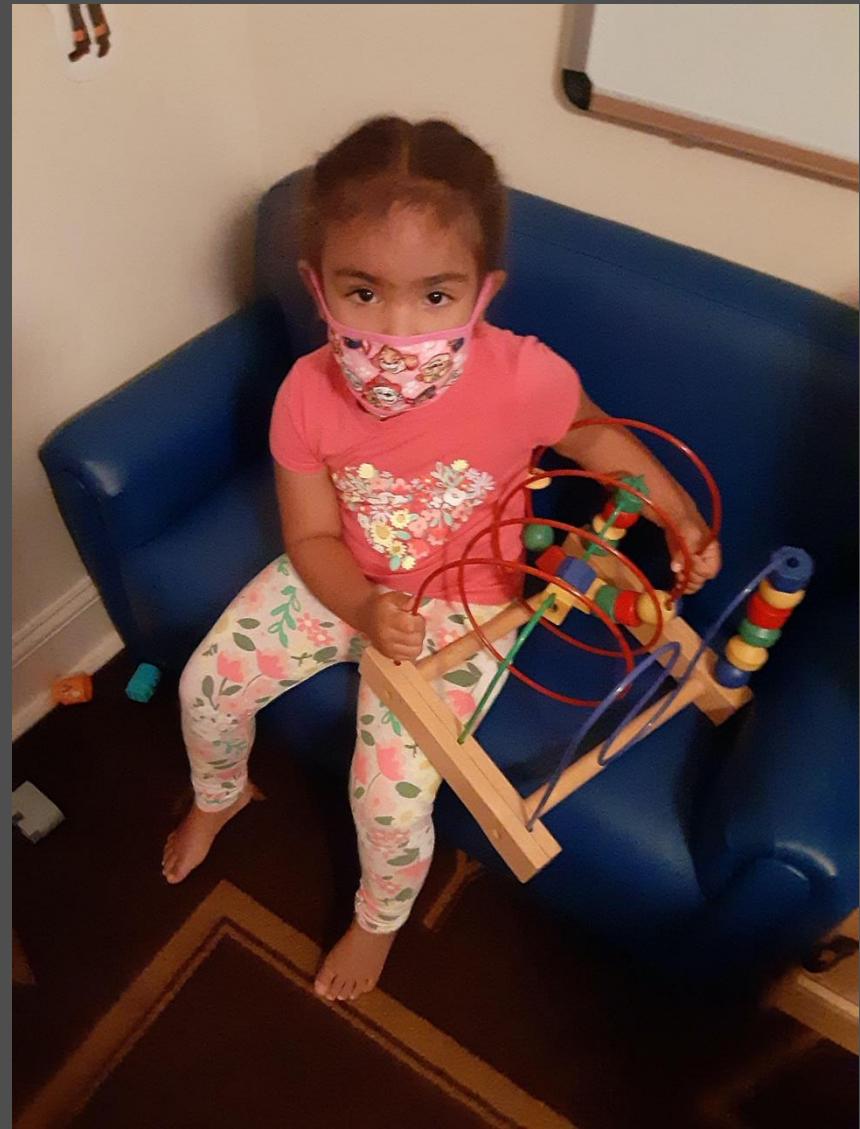


Theresa Gonzalez Family Child Care Home









More Wisdom

Your Homework

We know there are so many amazing examples of programs reimagining their environments!

Please come to the open space with examples of how family, group and center-based providers are creating environments that support today's new normal.



Re-imagining Supports for Children with Special Needs

Re-Imagining the ECE Environment for Children in Early Intervention



- Discuss strategies & concerns with the child's family
- Connect with the child's IEP/IFSP team
- Discuss EI strategies that include Tele-Intervention supports

Resources

My Teachers Want to Know

We are glad to be open and welcoming you and your child back to our program! As we return, our teachers want to make sure the transition is smooth as possible. The pandemic has impacted every family in different ways. We want to make sure we are responsive to your child's needs and help you and your child feel supported. To the extent that you feel comfortable, we ask if you would please share any information that would be beneficial for your child's teacher to know. We have provided a few questions below that will help us get a better idea of how things are going and how to support your child. Please feel free to answer only those questions you feel comfortable with.

1. Have there been any changes to your child's environment at home that might impact their transition back to school that you want us to know about? (check all that apply):
 - Moved to new location
 - Family member(s) now working from home
 - Change in schedule or routines (e.g., working hours of family member changed so child had to be up earlier)
 - Family impacted by illness/death
 - Change in who is regularly living in the home
 - Change in caregiver (e.g., grandparent with your child during the day, sitter was with child while school was closed)
 - Other: _____
2. During the "stay at home" time away from school, my child... (check all that apply):
 - missed seeing friends at school.
 - enjoyed having more family time.
 - had a difficult time with not being able to go places we usually go.
 - was okay with changes in our routines.
 - was worried about someone who was ill.
 - seemed sad or withdrawn.
 - was more anxious and nervous.
 - was frustrated easily or had more meltdowns.
 - was clingy and did not want to leave family members.
 - had a change in sleeping patterns.
 - had a change in eating patterns.
 - Other: _____
3. We want to effectively support your child at school. What strategies work best when your child experiences challenges or difficulties? (check all that apply):
 - Engaging in a calming activity. Please specify: _____
 - Receiving a hug
 - Going for a walk
 - Reading a book with an adult
 - Giving them time to calm down
 - Talking with them about their feelings
 - Playing a favorite game or a favorite toy. Please specify: _____
 - Using visual supports (e.g., visual schedule, visual choices)
 - Other: _____
4. How can we help you support your child at home? Do you need resources or support to help your child at home with any of the following? (check all that apply):
 - Morning routine
 - Grooming routine
 - Meal-times
 - Riding in the car
 - Naptime
 - Bedtime
 - Following directions
 - Playing alone
 - Playing with others
 - Handling frustration or anger
 - When a visitor comes to the house
 - Transitioning to school
 - Transitioning out of school
 - Trips within the community
 - Other: _____
5. We want to be in touch with you and make sure you can share information with us. What is the best way for us to have communication with each other? (select all that work best for you):
 - Email (best email): _____
 - Notes from home to school/school to home
 - Phone calls (best number): _____
 - School App
 - Texts (best number): _____
6. If needed, please feel free to share any other information that would be helpful for your child's teacher to know about your child's time at home:



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Family Guide for Considerations of In-Home/In-Person Early Intervention (EI) Services During COVID-19



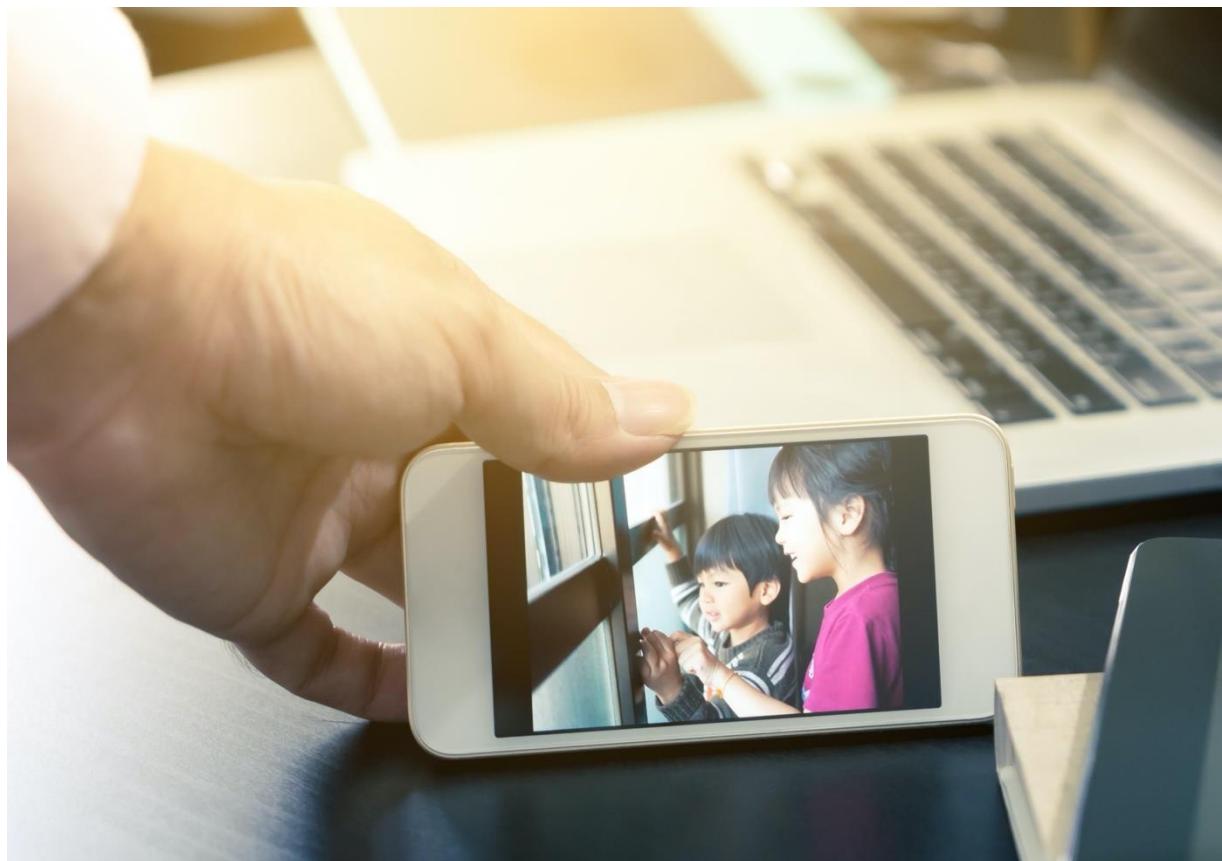
Considerations for Families

Decisions about in-person services will be made in collaboration with your EI team, that you are a part of. Tele-intervention services remain an option if your family has concerns about your family/child's safety and/or well-being and/or if you prefer tele-intervention services to continue.


 pennsylvania
 OFFICE OF CHILD DEVELOPMENT

Create a safe and predictable environment

- Prioritize rebuilding relationships
- Individualize for the child's specific needs



Create a safe and predictable environment

- Teach new rules and routines
- Provide extra support during transitions
- Allow more time and more frequent supports





Resources

Resources

Helping Children Understand Emotions When Wearing Masks

Young children look for emotional cues from caregivers to help interpret the environment and rely on their caregiver's facial expressions, tone of voice, and body posture to identify and understand emotions. Here are tips and ideas for helping children identify emotions when your face, your most expressive feature, is covered by a mask. Use these strategies to let children know that behind the mask, a kind and warm expression is still there!

1. Practice emotional expressions with a mask on in front of a mirror. Pay attention to facial cues that can be seen, body movements, and hand gestures.
2. Incorporate ASL when teaching emotions (<https://www.youtube.com/watch?v=91f0GKuwl0>).
3. Direct children to look at your eyebrows, eyes, body movements, and gestures when talking about emotions. For example, "Look, I am happy. You can't see my mouth smile, but my cheeks lift up, my eyes crinkle, and my shoulders and arms look like this."

Increase the use of gestures throughout the day and when talking about emotions (e.g., shoulders shrugged for sad, arms out to indicate a happy mood).

NCPMI

JEDI at Work
National Center for Pyramid Model Innovations

National Center for Pyramid Model Innovations | ChallengingBehavior.org

Increase the use of gestures throughout the day and when talking about emotions (e.g., shoulders shrugged for sad, arms out to indicate a happy mood).

Talk about your feelings as much as possible (e.g., "I am feeling happy that it is almost time to go outside and play"; "I am feeling sad that it is night now"; "I am feeling excited that we have _____ using an emotion check, participate and check-in with cs.usf.edu/docs/feeling when talking about emotions near your face. Consider feelings (e.g., tired, happy) we face children and wearing a mask. Wearing a mask is more difficult to understand an activity for children to look at faces while looking in a mask (e.g., eyes, eyebrows). Children to use masks during the time with seeing mask

Greetings | Saludos

smile
sonríe

put hands on your heart
pon las manos sobre tu corazón

give an air hug
da un abrazo de aire

give a superhero salute
da una saludo de superhéroe

give a thumbs up
da un pulgar hacia arriba

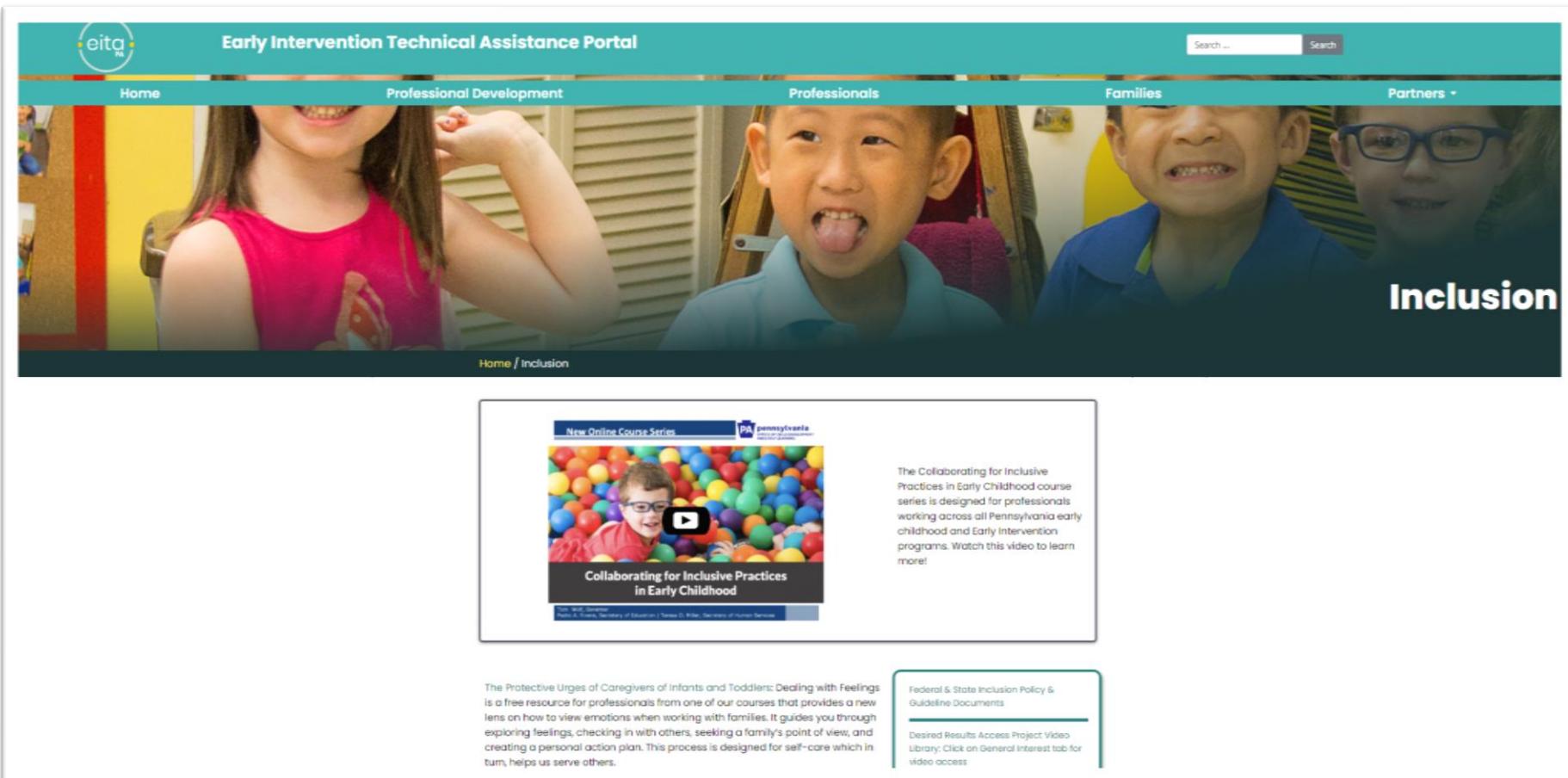
blow a kiss
sopla un beso

elbow bump
choca los codos

wave hello
saluda con la mano

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EITA Portal – www.eita-pa.org



Early Intervention Technical Assistance Portal

Home Professional Development Professionals Families Partners

Inclusion

[Home / Inclusion](#)

New Online Course Series



Collaborating for Inclusive Practices in Early Childhood

John H. Hupp, Secretary of Education / Teresa C. Miller, Secretary of Human Services

The Collaborating for Inclusive Practices in Early Childhood course series is designed for professionals working across all Pennsylvania early childhood and Early Intervention programs. Watch this video to learn more!

The Protective Urges of Caregivers of Infants and Toddlers: Dealing with Feelings is a free resource for professionals from one of our courses that provides a new lens on how to view emotions when working with families. It guides you through exploring feelings, checking in with others, seeking a family's point of view, and creating a personal action plan. This process is designed for self-care which in turn, helps us serve others.

Federal & State Inclusion Policy & Guideline Documents

Desired Results Access Project Video Library. Click on General Interest tab for video access

Resource Links

- **Leadership Teams Guide for Re-Opening Programs**
challengingbehavior.cbcs.usf.edu/docs/Leadership_ReOpening_Guide.pdf
- **My Teachers Want to Know**
challengingbehavior.cbcs.usf.edu/docs/My-teacher-wants-to-know.pdf
- **My Teachers Want to Know (Spanish)**
https://challengingbehavior.cbcs.usf.edu/docs/My-teacher-wants-to-know_SP.pdf
- **Wearing Masks (English & Spanish)**
challengingbehavior.cbcs.usf.edu/docs/Wearing-Masks_Story.pdf
- **Helping Children Understand Emotions When Wearing Masks**
challengingbehavior.cbcs.usf.edu/docs/Wearing-Masks_Tipsheet.pdf
- **Greetings While Social Distancing (English & Spanish)**
challengingbehavior.cbcs.usf.edu/docs/Greeting-Board_EN-SP.pdf
- **EITA Portal**
www.eita-pa.org

Resources

National Center for Pyramid Model Innovations (NCPMI) created “The Leadership Team’s Guide for Re-Opening Programs”

challengingbehavior.cbcs.usf.edu/docs/Leadership_ReOpening_Guide.pdf

- focusing on local leadership teams to assist them in re-opening
- trauma care perspective
- embedded resources around hand washing, wearing masks



IECMH Consultants

There's a new way to request IECMH Services. The PA Key has streamlined the process for Keystone STARS programs to request Infant Early Childhood Mental Health Consultation (IECMHC) beginning July 1, 2019.

Child care providers can request services by using the [**Request for Service Form**](#) (PDF).

Completed forms can be submitted via email PAIECMH@pakeys.org or faxed to 717-213-3749.



The Pennsylvania Key Communications

PREVIOUS CDC GUIDANCE WEBINARS (Amy Requa):

(5) Pre-Recorded Webinars with Slides: *Considerations & Implementation of CDC Guidance for Child Care Programs That Remain Open* (April-June 2020):

The Pennsylvania Key Coronavirus webpage:

www.pakeys.org/ece-coronavirus-resources

Email your questions/comments anytime to hssco@pakeys.org

OCDEL is committed to reviewing and addressing all questions to the best of its ability.



Please Email Your Questions

Email your questions/comments to
hssco@pakeys.org

OCDEL is committed to reviewing and addressing
all questions to the best of its ability

Please join us for the open space discussion tomorrow
2:00 PM – 3:30 PM.

Next Webinar

Wednesday, Aug. 26, 2020, 2:00 PM – 3:30 PM

*Supporting the Social Emotional Well-Being of ECE Professionals,
Children and Families*

Next Open Space

Thursday, Aug. 27, 2020, 2:00 PM – 3:30 PM

