




- 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**

A photograph of a woman with dark curly hair, wearing a black and white patterned top, smiling and waving her right hand. She is holding a young child with dark curly hair and a purple bow, who is wearing a colorful striped shirt and a yellow backpack, also waving. In the background, another person is partially visible, and there are colorful shelves and a sun-like decoration on the wall.

# 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](mailto: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  
Pennsylvania's Office  
of Child Development  
& Early Learning  
(OCDEL)

# Co-Facilitators and Guest Perspectives

**Pam Schaffner**

PQA Assessor  
The Pennsylvania Key

**Laura Johns, Ph.D.**

Managing Partner,  
Propulsion Squared

**Lisa Parker, Acting Bureau  
Director**

Early Intervention

**Claribel Nieves**

Program Quality Assessor  
The Pennsylvania Key

**Yvette Townsend**

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

A close-up photograph of a young child with dark skin and hair, smiling broadly and showing their teeth. The child's face is the central focus of the image, with a soft, out-of-focus background in shades of blue and white.

# 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 the transition as 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.

- 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):
 




<input type="checkbox"/> Moved to new location	<input type="checkbox"/> Change in who is regularly living in the home
<input type="checkbox"/> Family member(s) now working from home	<input type="checkbox"/> Change in caregiver (e.g., grandparent with your child during the day, sister was with child while school was closed)
<input type="checkbox"/> Change in schedule or routines (e.g., working hours of family member changed so child had to be up earlier)	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Family impacted by illness/death	_____
- During the "stay at home" time away from school, my child... (check all that apply):
 

<input type="checkbox"/> missed seeing friends at school.	<input type="checkbox"/> was more anxious and nervous.
<input type="checkbox"/> enjoyed having more family time.	<input type="checkbox"/> was frustrated easily or had more meltdowns.
<input type="checkbox"/> had a difficult time with not being able to go places we usually go.	<input type="checkbox"/> was clingy and did not want to leave family members.
<input type="checkbox"/> was okay with changes in our routines.	<input type="checkbox"/> had a change in sleeping patterns.
<input type="checkbox"/> was worried about someone who was ill.	<input type="checkbox"/> had a change in eating patterns.
<input type="checkbox"/> seemed sad or withdrawn.	<input type="checkbox"/> Other: _____
- We want to effectively support your child at school. What strategies work best when your child experiences challenges or difficulties? (check all that apply):
 

<input type="checkbox"/> Engaging in a calming activity. Please specify: _____	<input type="checkbox"/> Talking with them about their feelings
<input type="checkbox"/> Receiving a hug	<input type="checkbox"/> Playing a favorite game or a favorite toy. Please specify: _____
<input type="checkbox"/> Going for a walk	<input type="checkbox"/> Using visual supports (e.g., visual schedule, visual choices)
<input type="checkbox"/> Reading a book with an adult	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Giving them time to calm down	_____
- 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):
 

<input type="checkbox"/> Morning routine	<input type="checkbox"/> Following directions	<input type="checkbox"/> Transitioning out of school
<input type="checkbox"/> Grooming routine	<input type="checkbox"/> Playing alone	<input type="checkbox"/> Trips within the community
<input type="checkbox"/> Meal-times	<input type="checkbox"/> Playing with others	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Riding in the car	<input type="checkbox"/> Handling frustration or anger	_____
<input type="checkbox"/> Naptime	<input type="checkbox"/> When a visitor comes to the house	_____
<input type="checkbox"/> Bedtime	<input type="checkbox"/> Transitioning to school	_____
- 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):
 

<input type="checkbox"/> Email (best email) _____	<input type="checkbox"/> Notes from home to school/school to home
<input type="checkbox"/> Phone calls (best number) _____	<input type="checkbox"/> School App
<input type="checkbox"/> Texts (best number) _____	_____
- 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: \_\_\_\_\_




 National Center for Pyramid Model Innovations | [ChallengingBehavior.org](http://ChallengingBehavior.org)  
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 Pub#: 007/15/2020

**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.

**PA** 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

[illegible]


**NCPMI**

# 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=9HloGHUkWLD>).
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).

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 almost night now"; "I am feeling excited that we have...").

using an emotion checker to participate and check-in with...  
[cs.usf.edu/docs/Feeling](https://cs.usf.edu/docs/Feeling)

When talking about emotions, be sure to keep your face near your face. Consider expressions (e.g., tired, happy).

Be sure to face children and read their cues. Wearing a mask can be more difficult to understand.

Use activities for children to focus on faces while looking in a mirror (e.g., eyes, eyebrows).

Encourage children to use masks during play and to play with seeing masks.

## Greetings | Saludos

smile  
sonríe

put hands on your heart  
pon las manos  
sobre tu corazón

give a  
da un abrazo

give a thumbs up  
da un pulgar arriba

blow a kiss  
sopla un beso





National

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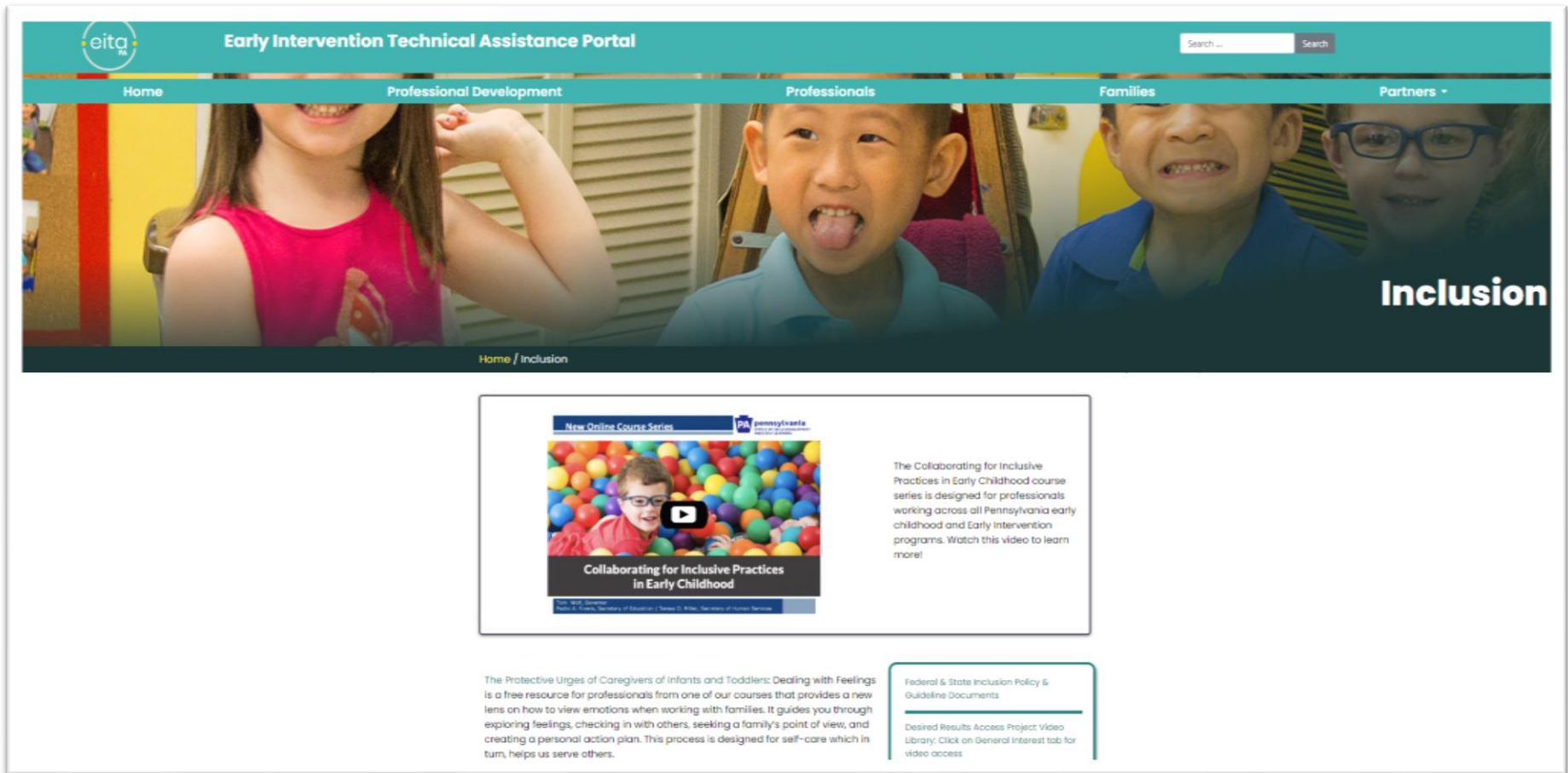




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# EITA Portal – [www.eita-pa.org](http://www.eita-pa.org)



**Early Intervention Technical Assistance Portal**

Search ... Search

Home Professional Development Professionals Families Partners

**Inclusion**

Home / Inclusion

**New Online Course Series**

**Collaborating for Inclusive Practices in Early Childhood**

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](https://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](https://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](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](https://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](https://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](https://challengingbehavior.cbcs.usf.edu/docs/Greeting-Board_EN-SP.pdf)
- **EITA Portal**  
[www.eita-pa.org](http://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](http://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](mailto: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](http://www.pakeys.org/ece-coronavirus-resources)

Email your questions/comments anytime to [hssco@pakeys.org](mailto: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](mailto: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



