



Quality ChildCare

For Registered Home-Based Providers

LEARNING TO GROW ★ WINDWARD COMMUNITY COLLEGE

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10 Hallmarks of Quality Child Care

- ★ Build trusting relationships
- ★ Provide consistent care
- ★ Support children's health
- ★ Provide a safe environment
- ★ Provide positive guidance
- ★ Provide a language-rich environment
- ★ Foster curiosity and development through play
- ★ Individualize care and learning activities
- ★ Partner with parents
- ★ Pursue personal and professional growth

This Month's Hallmark of Quality Child Care Partner with Parents

Tips for Sharing a Developmental Concern with Families

Perhaps one of the highlights of being a family child care provider is the relationship that you develop with a child and a family. Starting from the first day when you shared your policies and encouraged the family to visit, you are developing a partnership with each family in your program. This trusting relationship is an important foundation as you regularly share about each child's development and routine.

You are in a unique position to notice if a child is not meeting developmental milestones. It has been well documented that children's development, in particular a child's brain growth, is critical in the first 8 years as that builds a foundation for future learning, health and life success. Since children develop very quickly, if a child has a special need that affects her development, it is important for the child to get professional help early. This early intervention can make a tremendous difference in their quality of life, learning, and later development.

The most important thing is to work with the family. You are not diagnosing; instead, you are sharing your observations of the child, encouraging them to share this with the child's health care provider, and then reassuring the family that you will work with them to support the child.

Sharing a concern about a child's development with the family is never easy, but it is needed to ensure that the child receives all the support she needs. The Extension Alliance for Better Child Care – a research-based consortium of American land grant universities that specialize in child and family issues – developed recommendations on how to approach and support families when you have a concern about their child's development.

In this newsletter, we will share tips from the Extension's article as well as share early intervention programs to familiarize you with resources so that you can present that information to families.



Specific Tips for Communicating Concerns

The following are some suggestions for talking to families about your concerns for a child's development.

- Make time to discuss the issue with the family privately. Schedule the conversation ahead of time by asking the family to meet with you. Share your thoughts in person; this is not a conversation to have on the phone. Make sure both you and the family have enough time to talk.
- Be caring, supportive, and respectful. During the conversation, show warmth and respect as this will help them trust and listen to what you have to share.
- Begin by saying something positive about the child. You might point out several strengths of the child — helpful to others or love of books. Pointing out the positives helps reassure them that you recognize that they are doing the best they can.
- Ask if they have concerns or questions about how the child seems to be developing. Who, what, when, where, and how questions will help you gather more information. You could ask questions such as “How long has this been happening? When does this seem to happen? What happens next? Has anyone else noticed this? Where does this seem to happen most?”



- Share your own observations and concerns after the family has had a chance to talk. Share information on typical developmental milestones such as the Center for Disease Control and Prevention's Milestones Tracker so they will have something to look at. When sharing your concerns, use words that describe what you have seen instead of using labels. For example, rather than saying, “I think Kalei might be deaf,” you might say, “I noticed the other day a gust of wind blew the door shut. It made a loud bang and scared all of us, but Kalei didn't even turn her head.”
- Make an action plan with the family. Your goal is to encourage the family to get a professional evaluation for their child so that any concerns can be checked out. You might say, “Getting an evaluation can help us both know how best to support your child's development and how she learns best. If it does turn out that she has a developmental delay, getting help now will make a big difference. Let's make a follow up meeting to talk about what the doctor said.”

Early Intervention Resources

The intention of early intervention is to reduce the effects of the disability or delay and to promote the individual strengths and abilities of each child. At the end of your discussion with the family, be prepared to guide the family through the next steps to get an evaluation, developmental screening, or help for the child. The first step is to have the child's health care provider assess the situation. In addition, you can share contact information about:

- **Early Intervention Section** –this federal and state-mandated program provides services to support the development of infants and toddlers from birth to three years of age. Families can call the information and referral line at (808)594-0066 (Oahu) or 1-800-235-5477 (neighbor islands) <https://health.hawaii.gov/eis/>
- **Hawaii Department of Education** – Special education is specially designed instruction and services to meet the unique needs of students with disabilities. The Department provides these services at no cost to families to anyone age three to 22 years who demonstrates a need after eligibility determination. Families can contact their home school, the neighborhood school that is in your child's assigned district, and request an evaluation.
- **Center for Disease Control and Prevention** – Children's developmental milestones help families see if their child's development is on track. You can use this

when describing the child's behaviors and activities and families can use this as a way to share concerns with their child's health care provider. <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>

If the family finds out that their child has a disability or developmental delay, continue to be understanding, listen, and offer to help. Families may go through a period of grieving and experience a range of emotions. It is possible they may even consider removing the child from your care because they may feel ashamed or don't want to face the issue. Share your support and care with the family, offer to discuss strategies to support the child, and most importantly, let them know that you are partners with them.

Citations

Extension Alliance for Better Child Care (2019). Tips for Child Care Providers to Communicate with Parents Their Concerns about a Child's Development. <https://childcare.extension.org/tips-for-child-care-providers-to-communicate-with-parents-their-concerns-about-a-childs-development/>

Penn State Extension (2016). Early Intervention (EI): Helping children to develop to their full potential. <https://extension.psu.edu/programs/betterkidcare/early-care/tip-pages/all/early-intervention>

Training Opportunity

Early Intervention (EI): An Introduction

Early Intervention consists of services and supports designed to help children who have developmental delays/special needs, and their families. This 2 hour module focuses on understanding Early Intervention services and the pivotal role early education providers play as part of the EI team. View the training for free (\$5 fee for certificate).

<https://extension.psu.edu/programs/betterkidcare/lessons/early-intervention-ei-an-introduction>



Featured Activity

Make Your Own Special Book

Use this activity to highlight the special qualities of each child in your program and the things that they like. This is a great way to get to know the families.



What You Need:

- Photos, or pictures from magazines
- Pencil, pen, or washable markers
- Glue or tape
- Hole punch, yarn and string or stapler
- Paper
- Scissors (for adult use only)

What to do:

1. Ask families to send photos of an outing such as a trip to the beach or Popo's (Grandma's) house. Or cut out pictures from old magazines of common objects the child likes.
2. Glue or tape the pictures onto sheets of paper.
3. Staple or punch holes on one side of the pages and tie them together with yarn or string to make a book.
4. Write the names of objects to highlight in each picture.
5. Look at the book together. Name an object in a picture and ask the child to point to it: "I see the blue ocean. Where is the blue ocean?"
6. You can also point to each picture and ask your child who or what it is.
7. Take turns thinking of a sentence or two for each picture and write them above or below the picture. Describe the objects or make up simple stories about them.

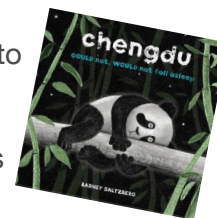
Suggested Books

Discover these books and more at the Hawai'i State Public Library www.librarieshawaii.org

Chengdu Can Do

by Barney Saltzberg

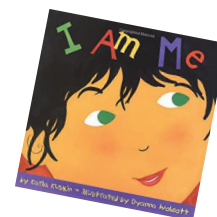
Chengdu, a little panda, tries to do as much as he can on his own. Follow his adventures and see that he learns that it's also OK to use some help.



I Am Me

by Karla Kuskin

This book highlights all the features a child inherits from members of her family and how it makes her a special and unique person. It's a great book to highlight diversity and pride in who each child is.



Leo the Late Bloomer

by Robert Kraus

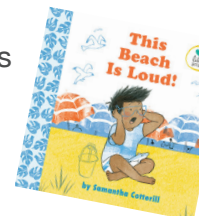
Leo the tiger has yet to draw, speak, or write, and his father is getting worried. His mother, however, knows that Leo is just taking his time and he'll bloom when he's good and ready. This story is great for children to learn that everyone develops in their own special way – and that's just fine!



This Beach is Loud!

by Samantha Cotterill

This book describes the sights, sounds of a typical day at the beach - hot sun, grains of sand, laps of the water, and people everywhere. Sometimes it gets overwhelming for little ones. This book offers practical advice for coping with new experiences to children on the autism spectrum and/or with sensory sensitivities.



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