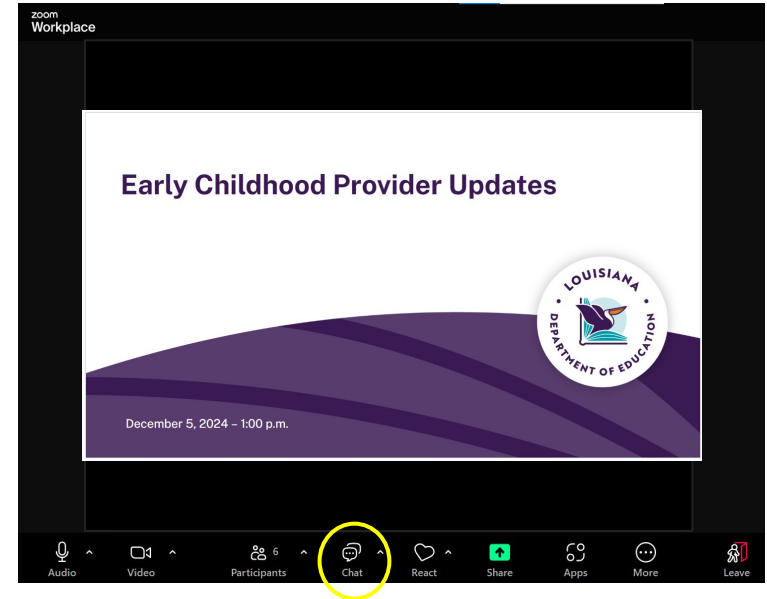# Questions During the Webinar

- Utilize the "Chat" feature during the webinar for questions you may have.

- Include your e-mail address with your question, so we may follow up with you directly for individual questions.
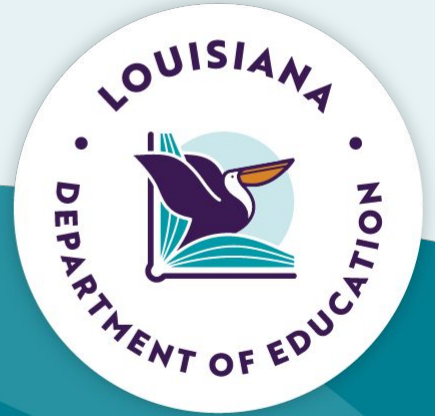

December 5, 2024 – 1:00 p.m.

Early Childhood Provider Updates

December 5, 2024 – 1:00 p.m.

Welcome

Agenda

- Welcome
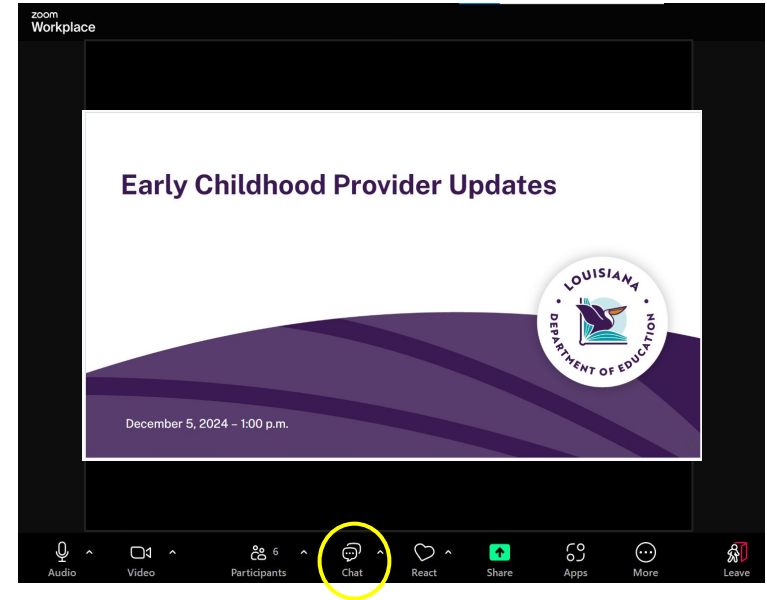- Child Care Assistance Program (CCAP) Reminders & Updates
- Home-Based Provider Reminders & Updates
- Licensing Reminders & Updates
- Child Care Criminal Background Check (CCCBC) Reminders & Updates
- Teaching and Learning Reminders & Updates
- Special Focus: Supporting Young Children's Behavior in Early Childhood Classrooms
  - Allison Boothe Trigg, Ph.D., Tulane University School of Medicine
- Upcoming Events

Questions During the Webinar

- Utilize the "Chat" feature during the webinar for questions you may have.

- Include your e-mail address with your question, so we may follow up with you directly for individual questions.
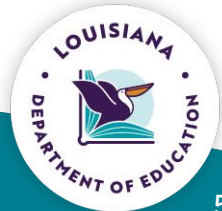
Child Care Assistance Program (CCAP)

Reminders & Updates

KinderConnect Attendance Tracking

It is important for providers to submit their KinderConnect attendance records weekly, for all CCAP-enrolled children. As a reminder:

- CCAP authorizations must be used by families at the time child care services are rendered. Providers *are required* to ensure that the KinderConnect Attendance Tracking system is accessed by parents **daily** to capture attendance.

- KinderConnect attendance records will be examined as part of the Department's underutilization review of CCAP attendance. If a family is using KinderConnect to sign in and out, the case will not appear on the LDOE Underutilized Report.

- If you have any questions about how to verify and submit your attendance records weekly via KinderConnect, please refer to KinderConnect-Submit Attendance QRC for detailed instructions.

KinderConnect Attendance Tracking

Providers can choose the best method to secure attendance tracking for their site:

- **KinderSign** is the application for tracking attendance on iPad and Android tablets.
  - All CCAP-certified providers have been provided with a tablet from KinderSystems.
  - Sites can also use their own tablet. EdLinkInfo.com has instructions for registering and connecting a provider's own tablet to Kinder Connect.

- **KinderSmart Louisiana** is a mobile application for iPhone and Android phones that allows sponsors (i.e., families) to check-in from their personal devices using the early learning site's QR Code, which can be printed from the "Reports" section in KinderConnect.

KinderSystem Apps

Apple App Store	Android Google Play
KinderSmart Louisiana KinderSystems, Inc. Designed for iPhone Free	KinderSmart (Louisiana) KinderSystems, Inc. 3.2 ★
KinderSign Louisiana KinderSystems, Inc. Designed for iPad Free	KinderSign (Louisiana) KinderSystems, Inc.

Provider Role in Tracking Attendance

- Providers must prioritize monitoring attendance each day:
  - The LDOE Underutilized Report indicates a vast number of parents are not currently checking their children in or out of care when services are utilized.

- It is imperative that providers check **both** the KinderConnect portal and the Daily Attendance log to monitor for accurate attendance per the children present in their center/home, on a daily basis.

- When determined that parents are not utilizing KinderConnect or the provider's Child Care Management System (CCMS) to check their child(ren) in/out of care, providers should immediately schedule time to consult with the parent:
  - This can occur in the form of a call or upon arrival to the center/home the following day.

Underutilized Monitoring

- Families who have not scanned their children in/out of care for 30 days are considered to be underutilizing participants.

- **This may result in termination of the family's CCAP benefits.**

Child Care Assistance Program Reminders & Updates
For questions, contact LDECCAP@la.gov.

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Underutilized Monitoring

- If a family appears on the LDOE CCAP Underutilization Report and child care services are still needed, the parent may contact the Department immediately at 1-877-453-2721 or submit a "CCAP 10 - Report of Changes" form indicating that child care services are still needed. Ensure section 8 is completed.

- Timely receipt of the call to the Department or of the Report of Changes form will prevent closure of the family's case.

- If the case is closed, the parent will have to reapply and then, if still deemed eligible, will be placed on the Waiting List until additional funds are available for Child Care Assistance.

Child Care Assistance Program Reminders & Updates
For questions, contact LDECCAP@la.gov.

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KinderBridge (API) for Child Care Management Systems

- If your site is using Procare Online, BrightWheel, or another attendance reporting/Child Care Management System (CCMS) that needs to connect with KinderConnect, **you must contact KinderSystems Support to configure KinderBridge (API).**

- KinderBridge (API) is the software that connects KinderConnect to a site's CCMS and allows providers to transmit attendance data from the CCMS to KinderConnect.

  - **Remember:** Transmitting attendance data through KinderConnect will ensure that attending children do not show up on the LDOE's CCAP Underutilized Report.

For more information on KinderBridge, see Guides and Quick Reference Cards (QRCs) and Listing of Active and Certified CCMS providers.

Child Care Assistance Program Reminders & Updates
For questions, contact LDECCAP@la.gov.

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CenterTrack

- CenterTrack is a Child Care Management System (CCMS) available to Louisiana child care providers.
  - All provider types are welcome to use the CenterTrack CCMS at no cost.

- CenterTrack simplifies data collection, generates reports, and saves providers time and resources.

- CenterTrack is fully integrated with the KinderConnect Attendance Tracking System.

- Families can access invoices and accounts and make child care payments conveniently through CenterTrack.

- Providers can complete this form for the KinderSystems support team to help with setup and training of CenterTrack.

For more details or further assistance visit EdLinkInfo.com or contact KinderSystems Support at 1-888-829-9258 or by e-mail at SupportLA@KinderSystems.com.
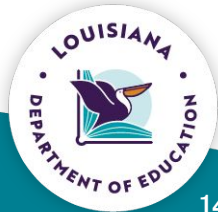
Part-Time Care

- School-aged children receive part-time authorizations to attend certified providers.
- Providers must ensure that parents/household designees input a total of **4 attendance checks** for children attending part-time.
  - This means a check in and out for the morning and a check in and out for the afternoon.
  - This covers entering the family home/center, checking out to attend school, returning to the home/center after school, and finally leaving the home/center for the day.
- For summer care, parents of part-time children must complete a Report of Changes form.
- If care is needed for summer and holiday ONLY, this must be clearly indicated on a Report of Changes form. Summer and Holiday only includes full-time authorizations for the summer and the holidays listed below.
- CCAP payments for part-time children are automatically transferred to full-time payments for the following holidays:
  - Thanksgiving   11/25/2024 - 11/29/2024
  - Christmas   12/23/2024 - 1/03/2025
  - Mardi Gras   3/03/2025 - 3/07/2025
  - Easter   4/21/2025 - 4/25/2025

End-Of-The-Year CCAP Payments

- Due to the Christmas and New Year holidays, depending on your banking institution, providers may see these funds deposited up to one day earlier than usual.

- Manual payments (for Semi-Automated Invoices, or SAIs) will not be processed during the week of Christmas, December 23-27, 2024.
  - Manual payments will resume January 3, 2025, with the regular payment run.

CCAP Wait List Update

- On November 1, the Department began contacting families who were certified to the CCAP Wait List in July 2023.

  - This call was followed by mailout of a Wait List Verification Form.

- This week the Department began contacting families who were certified to the CCAP Wait List in August 2023.

  - This call will be followed by mailout of a Wait List Verification Form.

CCAP Wait List Update

Three call attempts will be made to families to notify and assist them with completing and returning the Wait List Verification Form.

- Timely return of the form to the Department is required to receive services.

Call #1: Verify Family Address for Mailing of Wait List Form

Call #2: Reminder to Family to Complete and Return Mailed Form

Call #3: Final Reminder to Family to Submit Form

Child Care Assistance Program Reminders & Updates

CCAP Wait List Update

- When received, families should review the Wait List Verification Form and note any changes since submitting their original application.

    ○ Changes may include household contact information or household composition.

    ○ Families should check "Yes" if all information remains the same, sign the form, and return it to the Department as quickly as possible.

    ○ If there have been changes, the family should indicate the changes on the form and return it to the Department as quickly as possible.

- All families are required to list their provider information on the form to receive authorizations.

- If a child needing care is past due for required immunizations, the parent should submit an updated shot record or an appointment card when returning the Waitlist Verification Form.

Child Care Assistance Program Reminders & Updates

CCAP Monthly Call

The next Child Care Assistance Program (CCAP) Monthly Call for providers will be held December 18. The call will include the following:
- CCAP Reminders for various certification areas
- Time to connect through questions and answers
- Early Childhood resources that support provider concerns

The Monthly Call can be accessed with the link below:
- **Title:** CCAP General Reminders
- **Date/Time:** Wednesday, December 18, at 1:00 p.m.
- **Link:** https://ldoe.zoom.us/j/96860329714?pwd=iFPrDL31AwKVynKPEx3GJHf6LEzT4J.1
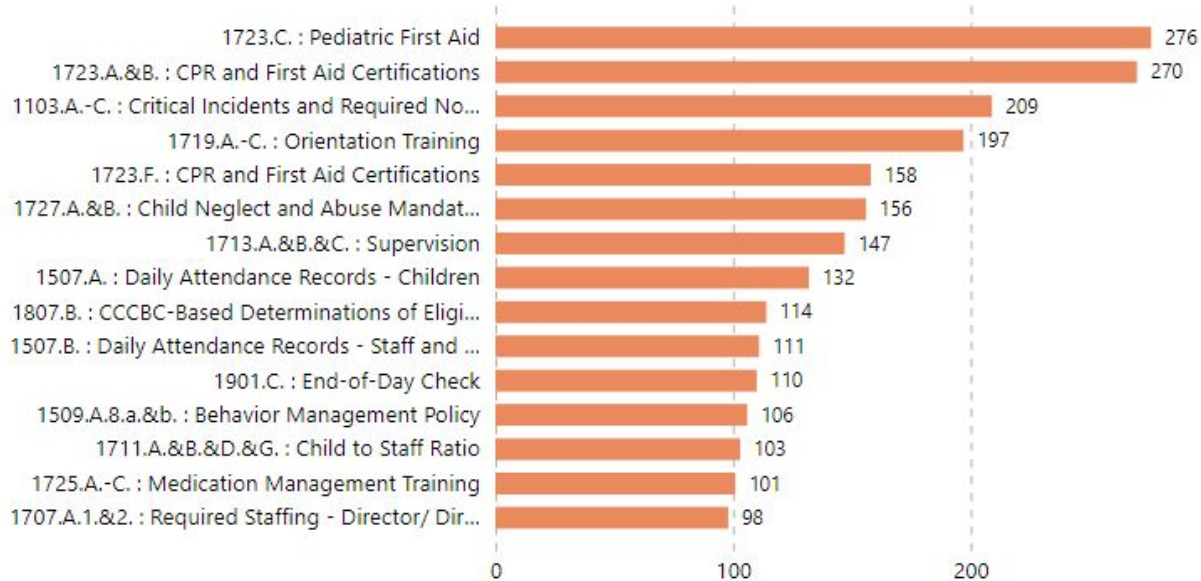- **ID:** 968 6032 9714

CCAP B-3 Seats

- The Department has recently informed Early Childhood Community Networks that are participating in the CCAP B-3 Seats program in 2024-2025 to fill any remaining allocated birth through three-year-old seats for the current academic year.

- Providers currently participating in the CCAP B-3 Seats program should reach out to their local Early Childhood Community Network should they have questions about available CCAP B-3 Seats.

- Quarter 3 (January-March 2025) payments will go to BESE for approval in December 2024 and, once approved, should be released to networks by early January 2025.
  - Quarter 4 (April-June 2025) payments will go to BESE for approval in   March 2025.

Child Care Assistance Program Reminders & Updates

Licensing

Reminders & Updates

Top-Cited Deficiencies

1723.C. : Pediatric First Aid — 276
1723.A.&B. : CPR and First Aid Certifications — 270
1103.A.-C. : Critical Incidents and Required No... — 209
1719.A.-C. : Orientation Training — 197
1723.F. : CPR and First Aid Certifications — 158
1727.A.&B. : Child Neglect and Abuse Mandat... — 156
1713.A.&B.&C. : Supervision — 147
1507.A. : Daily Attendance Records - Children — 132
1807.B. : CCCBC-Based Determinations of Eligi... — 114
1507.B. : Daily Attendance Records - Staff and ... — 111
1901.C. : End-of-Day Check — 110
1509.A.8.a.&b. : Behavior Management Policy — 106
1711.A.&B.&D.&G. : Child to Staff Ratio — 103
1725.A.-C. : Medication Management Training — 101
1707.A.1.&2. : Required Staffing - Director/ Dir... — 98

Mandated Reporters

It is imperative that staff remember that they are mandated reporters of child abuse and neglect:

- While staff do not investigate suspected child abuse or neglect, it is important for all staff members to recognize and look for common physical and emotional signs of child maltreatment.
- *As mandated reporters, any allegation or suspicion of abuse or neglect of a child must be reported immediately to the parent and to the Department and the Louisiana Child Protection Statewide Hotline (855) 4LA-KIDS [(855) 452-5437] within 24 hours.*

The DCFS online Mandated Reporter training must be completed at the following times:

- Within 7 calendar days of the first day present at the center, and prior to assuming sole responsibility for any children
- Annually

Each center must establish in writing and prominently post or show parent's signature of receipt of the center's child abuse and neglect policy.
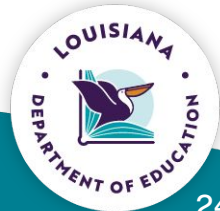
Supervision

- Supervision is fundamental to child safety and the prevention of injury, for maintaining quality child care.

- Staff members must directly supervise children by sight and hearing at all times, even when the children are going to sleep, napping, or beginning to wake up.

- The importance of supervision is not only to protect children from physical injury but from emotional or other harm that can occur if children discuss or model inappropriate topics or behavior.

Supervision

As a reminder, *Bulletin 137* requires that children shall be supervised at all times. This includes all of the following occasions:

- In the center
- On the playground
- On field trips
- On non-vehicular excursions
- During all water activities and water play activities

Children shall not be left alone in any room (except the restroom or when being provided services by therapeutic professionals), outdoors, or in vehicles, even momentarily, without staff present.

Supervision

- There must be a staff person assigned to supervise specific children, whose names and whereabouts that staff person shall know, and with whom the staff person shall be physically present.

- Staff shall be able to state how many children are in their care at all times.

- While supervising a group of children, staff must devote their time to overseeing the children, meeting the needs of the children, and participating with the children in their activities.

Provisional Status for Child Care Purposes

The Department, and the Department alone, determines whether or not a person has a Provisional CCCBC status for child care purposes. A Provisional CCCBC status arises from 1 of 2 circumstances:

1. A request is made for a CCCBC but one or more components of the CCCBC are still pending.
    - The Provisional status must be identified as such in the CCCBC system before a person can be working on the child care premises.
2. There is a CCCBC determination of Eligibility, but the person has been named in a deficiency for Behavior Management after review of the deficiency and supporting evidence.

Documentation

The Department is responsible for thoroughly reviewing applications for licensure and supporting documentation:

- In some cases, the Department will make contact with the agency that issued the documentation to verify the documentation submitted.

Please note that according to *Bulletin 137* §1301.A.15, an application for licensure may be denied, a license may be revoked, or license renewal may be refused for any act of fraud, such as the submission of false or altered documents or information.
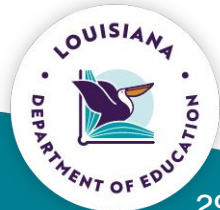
Child Care Criminal Background Check (CCCBC)

Reminders & Updates
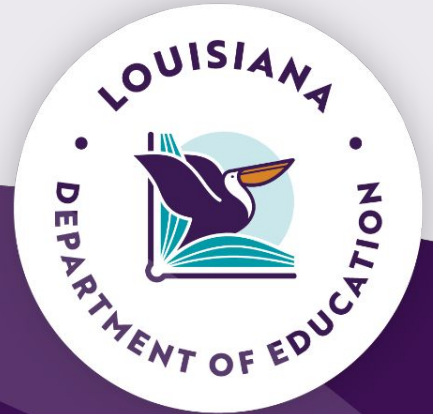
CCCBCs for Visitors of Home-Based Providers

As stated in *Bulletin 139*, home-based providers are required to obtain CCCBCs for individuals defined in §310. Individuals are categorized as follows:

- the provider;
- all adults employed in the home or on the property of the home where care is provided;
- all non-caregiver adults living in the home where care is provided; and
- any other person in the home or on the premises when one or more children in care are present who is not a household designee for a child in care at the home and who is not a caregiver who is exempt from the requirement of having a CCCBC-based determination of eligibility for child care purposes.

As the holiday season approaches, it is important to note that visitors without a CCCBC determination are not permitted on the premises where care is provided during business hours.

Reasons for Ineligibility

Prohibited offenses include crimes specified in La. R.S. 15:587.1(C) as well as additional disqualifying events mandated by federal law.

A person shall be Ineligible if the person
- refuses to consent to a child care criminal background check (CCCBC);
- knowingly makes a false or incomplete statement in connection with the CCCBC;
- has been convicted of or pled guilty or *nolo contendere* to any to any of the crimes listed in La. R.S. 15:587.1(C), or those of another jurisdiction which would constitute a crime in La. R.S. 15:587.1(C);

Reasons for Ineligibility

A person shall be Ineligible if the person:

- is registered or required to be registered on the Louisiana Sex Offender and Child Predator Registry, other state sex offender registry, or the National Sex Offender Registry;

- the Department receives notice from the Department of Children and Family Services (DCFS) that the person's name is recorded on the State Central Registry for a justified finding of child abuse and neglect;

- that person's name is recorded on another state's registry of child abuse and neglect; or

- the Department receives written notice from another state that the person is Ineligible.

Expungements

- A criminal expungement allows a conviction to be excluded from rap sheets that are requested for certain purposes.

- Under the Children's Criminal Code, criminal expungements remain on an individual's record and are viewable for child care purposes.

- If a conviction for an expunged prohibited offense listed in [La. R.S. 15:587.1(C)](#) is presented on an individual's rap sheet, it is still considered a conviction and the person's background check would be determined Ineligible for child care purposes.

Appeals

- Individuals may appeal the accuracy and completeness of results included in a CCCBC.
  - Please note, an individual undergoing an appeal to challenge an Ineligible determination is <u>not</u> permitted to work in a child care facility.
- Appeals must be submitted within 45 calendar days of the issuance of a Notice of Ineligibility (NOI) for child care purposes.
- The request for an appeal must contain written reasons to identify the specific information provided in the NOI that is believed to be inaccurate or incomplete and should include official documentation of the accurate and complete information.
- Once an appeal and all required documentation is received, a decision will be issued by the Department within 30 calendar days.

How to Request an Appeal

An appeal can be requested by an individual following the steps below:

1. Download the printable [Child Care Criminal Background Check (CCCBC) Appeal Request Form](#) from the LDOE CCCBC webpage on www.louisianabelieves.com.
2. Complete and sign the CCCBC Appeal Request Form.
3. Obtain official documentation proving the inaccuracy or incompleteness in your record.
4. Submit the signed Appeal Request Form, including the official documentation, to the LDOE via e-mail to LDEchildcareCBC@la.gov, Attention: Kayla Batiste or via facsimile at 225-376-6035.
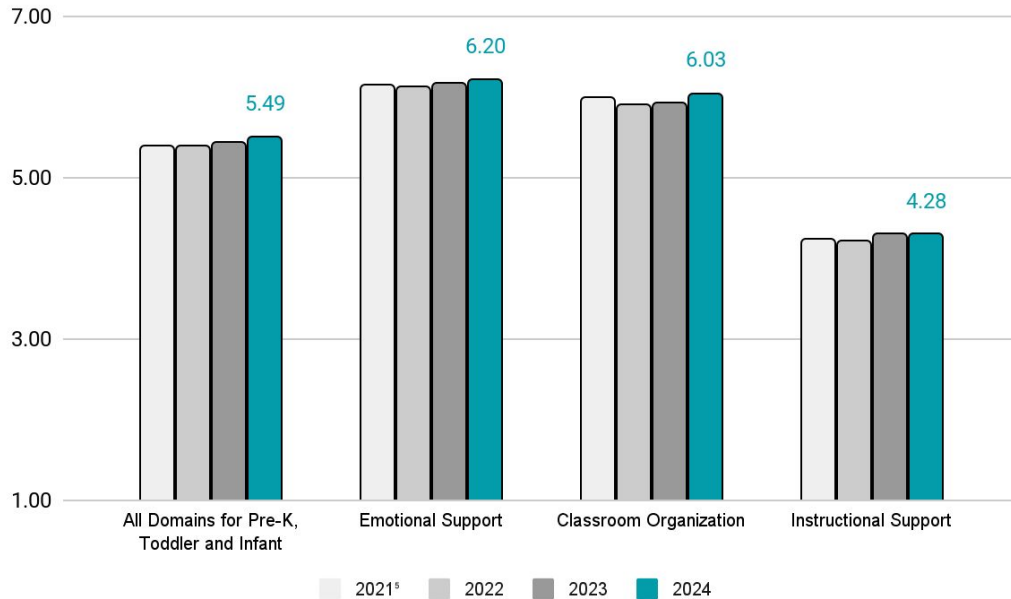
Teaching and Learning

Reminders & Updates

2023-2024 Performance Profiles

Last month the Louisiana Department of Education released the 2023-2024 early childhood performance scores for more than 1,830 early learning sites.

- The Early Childhood Performance Profile Ratings show continued improvement from previous years, with more than 95% of sites earning a rating of "Proficient" or higher.

Performance Profiles will be available on Louisiana School and Center Finder by January 2025.
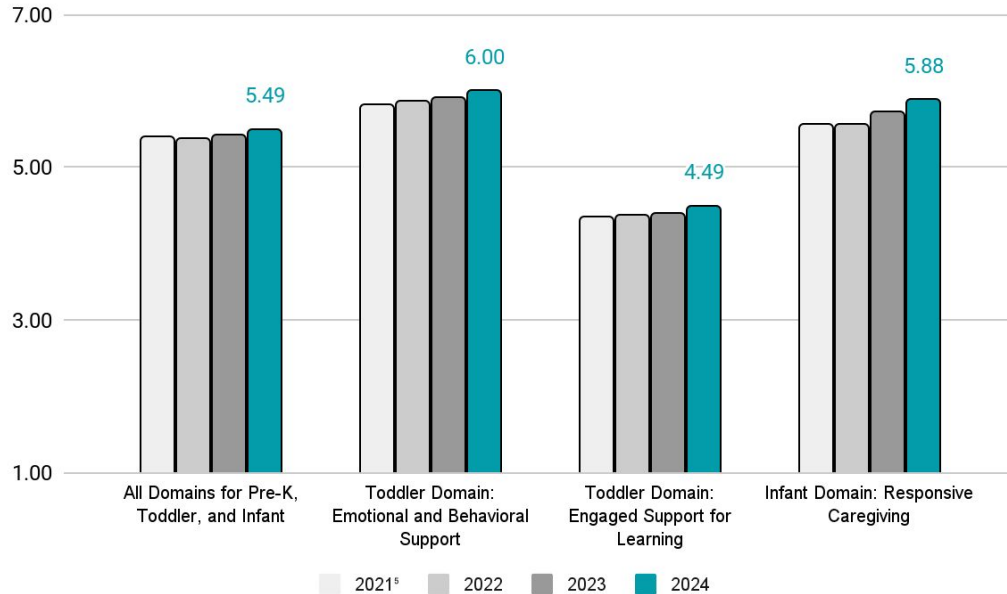
2023-2024 Performance Profiles: Pre-K

- Continued improvements across all domains
- Overall increase of 0.07 statewide
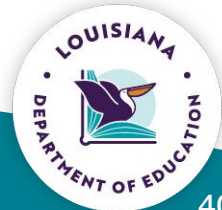- Steady growth in Emotional Support and Classroom Organization

2023-2024 Performance Profiles: Toddler/Infant

- Continued improvements across all domains
- Engaged Support for Learning increased to an all-time high score of 4.49
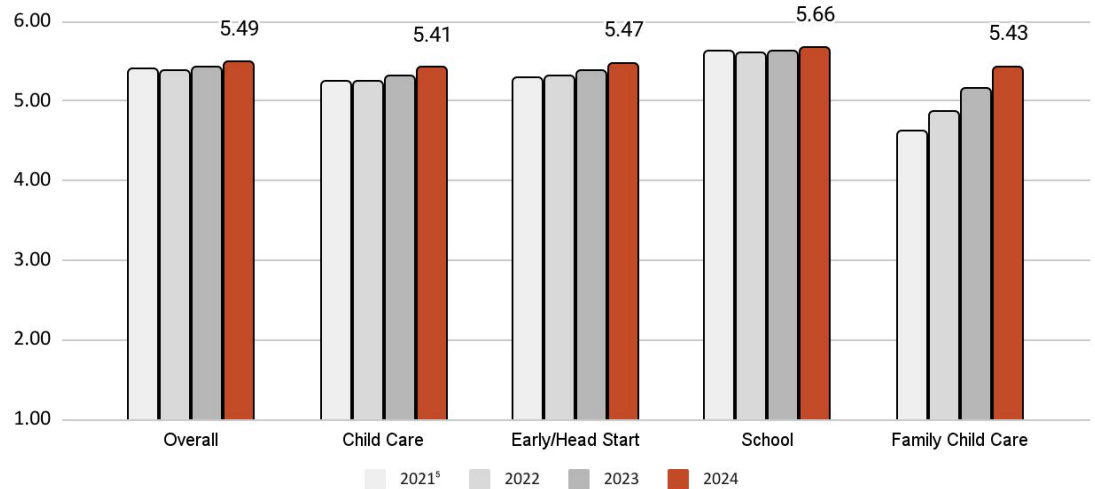- All domain scores increased at least 0.10 points

Chart values:
- All Domains for Pre-K, Toddler, and Infant: 5.49 (2024)
- Toddler Domain: Emotional and Behavioral Support: 6.00 (2024)
- Toddler Domain: Engaged Support for Learning: 4.49 (2024)
- Infant Domain: Responsive Caregiving: 5.88 (2024)

Legend: 2021⁵ | 2022 | 2023 | 2024

2023-2024 Performance Profiles: Site Type

- All sites improved from 2022-2023
- School scores were higher than the overall state average
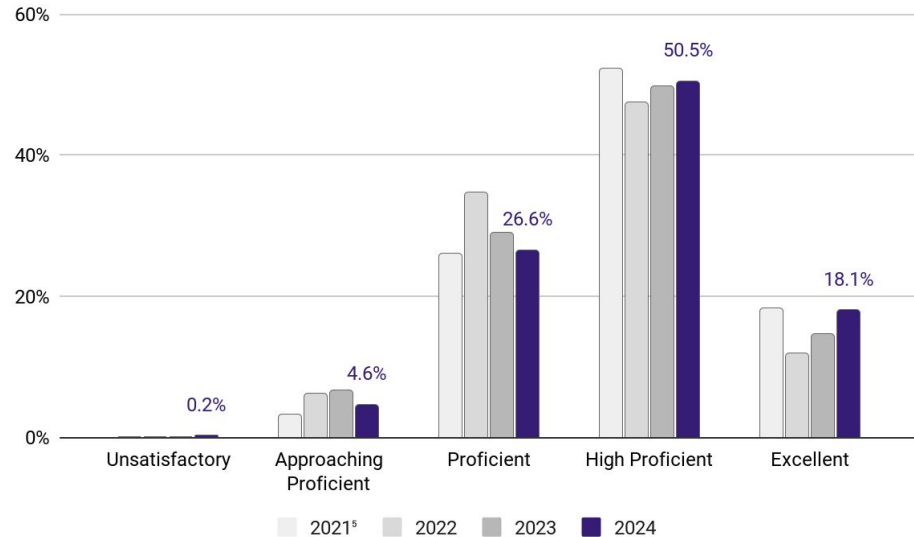- Family Child Care sites continue to show growth from the initial pilot year

Chart legend: 2021[5] | 2022 | 2023 | 2024

Values shown: Overall 5.49, Child Care 5.41, Early/Head Start 5.47, School 5.66, Family Child Care 5.43
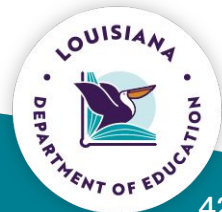
2023-2024 Performance Profiles: Performance

- More than 95% of early childhood sites are rated "Proficient" or higher, with 91% of school districts rated as "High Proficient" or "Excellent"

Bar chart with categories: Unsatisfactory, Approaching Proficient, Proficient, High Proficient, Excellent. Years: 2021⁵, 2022, 2023, 2024. Y-axis from 0% to 60%. 2024 labeled values: Unsatisfactory 0.2%, Approaching Proficient 4.6%, Proficient 26.6%, High Proficient 50.5%, Excellent 18.1%.

2023-2024 Performance Profiles: Summary

The 2023-2024 Performance Profile scores are the highest scores ever for all early learning site types, with the most growth occurring in Family Child Care sites:

- Emotional and Behavior Support for toddlers and Classroom Organization for pre-K scores increased to the Excellent rating
- Scores for infant and toddler classrooms increased by 0.10 or more, showing significant growth for our state's youngest learners
- Statewide there are 324 Excellent Honor Roll sites, 579 Birth to Two Honor Roll sites, and 335 Top Gains Honor Roll sites.

Coordinated Funding Requests

Each Early Childhood Community Network Lead Agency is required to submit to the Department a Coordinated Funding Request (CFR) annually:

- This request provides Community Networks an opportunity to request funding for LA 4, NSECD, and CCAP B-3 Seats.
- Networks are required to provide opportunities for each publicly-funded program in the network to participate in the development of, and comment on, the proposed CFR.
- Networks will be submitting their CFR for the 2025-2026 Academic Year to the Department by January 23, 2025.
- Providers are encouraged to reach out to their Community Network Lead Agency to learn more about the CFR and how providers can provide input and share their interest in LA 4, NSECD, and/or CCAP B-3 Seats.

School Readiness Tax Credits (SRTCs)

Parent School Readiness Tax Credit (SRTC) forms (R-10614) will be mailed to Type III sites and Family Child Care sites with Academic Approval in December 2024.

- Once tax forms are received, directors should complete the child care portion and distribute the forms to all eligible parents.
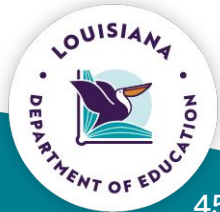
School Readiness Tax Credits (SRTCs)

Director and Staff School Readiness Tax Credit (SRTC) forms (R-10615) will be mailed from Louisiana Pathways beginning in January 2025.

For re-leveling on the Louisiana Pathways Career Ladder, new credentials and certifications should be submitted via e-mail to cowanj@nsula.edu or via mail to Louisiana Pathways before December 31, 2024, at the address below:

Louisiana Pathways
Attention: Career Development
1800 Warrington Place
Shreveport, LA 71101-4425

School Readiness Tax Credits (SRTCs)

In order to claim family, teacher, or director School Readiness Tax Credits, individuals must file a tax return.

- The Volunteer Income Tax Assistance (VITA) program offers free tax help to lower-income individuals who need assistance in preparing their own tax returns. This assistance is offered by IRS-certified volunteers and provides free basic income tax return preparation with electronic filing to qualified individuals.
- Please contact 2-1-1 for more information or to make an appointment for assistance in filing a tax return.
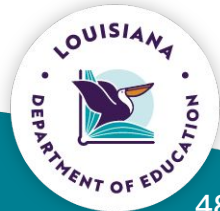 - For VITA programs in your area, visit the Louisiana 211 website.

School Readiness Tax Credit (SRTC) One-Pager

Early Childhood Health & Safety Training

EC Learn is the LDOE's Early Childhood free online training and learning resource where early childhood educators can enroll and access continuing education courses.

During the first phase of *EC Learn*, Health & Safety Training, including Medication Administration in Child Care, has been launched. These modules are designed to support the needs of the early childhood workforce in obtaining training courses required by *Bulletin 137* and *Bulletin 139*.

Within each individual's *EC Learn* Canvas Catalog account, early childhood educators can access and download certificates of completion for the required courses. In addition, certificates will be e-mailed upon successful completion of a course, to the participant's registered e-mail address.

Early Childhood Health & Safety Training

The benefits of the **EC Learn** professional learning suite include:

- Training offered is free of charge to providers.

- Providers can support staff's enrollment in courses, regardless of group size, with flexibility around staffing schedules.

- Training certificates are more accessible.

- Providers have more control over training processes and can reduce potential deficiencies.
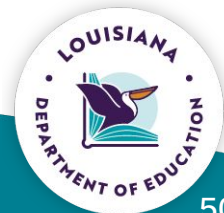
Early Childhood Health & Safety Training

Individuals may access *EC Learn* by using the following steps:

- Type https://eclearn.doe.louisiana.gov/ in the address field of a browser window.

  https://eclearn.doe.louisiana.gov

- Current early childhood course listings on the *EC Learn* landing page include:
  - Medication Administration in Child Care - 3 credit hours
  - Safe Environments in Child Care - 1 credit hour
  - Food Safety in Child Care - 1 credit hour

Additional training will be offered periodically to support the growth and development of the EC workforce, including new teachers and administrators.
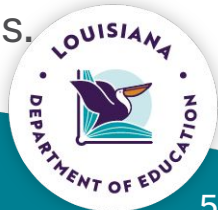
Early Childhood Teacher and Leader of the Year Award Program

The Louisiana Department of Education is excited, in partnership with Dream Teachers, to recognize and celebrate some of the state's most exceptional educators through the Early Childhood Teacher and Leader of the Year programs:

- These programs provide an opportunity to acknowledge teachers and leaders who are making exceptional gains with Louisiana's youngest learners.

The application for the Early Childhood Teacher and Leader of the Year Award Program for the 2026 award year has opened and will close on **January 15, 2025 at 11:59 p.m.**:

- Please review the Awards Programs page for more information.
- All Teachers and Leaders from Type III, CCAP-certified FCCs, and Early Head Start/Head Start programs are invited to apply.
  - Even if you were not nominated for this award program, you are invited to apply!
  - Past finalists are invited to re-apply. Only overall honorees are excluded from re-applying.
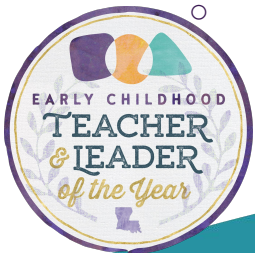
Supporting Young Children's Behavior in Early Childhood Classrooms

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Tulane University School of Medicine

The Developing Brain – Essential Needs for Behavior and More

- **Healthy Relationships** - early relationships are vital to brain development because they help wire the brain to trust others, to love, and to feel safe and secure

- **Consistent and Secure Environment** - the brain develops gradually in response to experience and to the environment

- **Positive Early Experiences** - new brain connections are formed and modified through verbal and physical interactions

Effects of Trauma on Children

- Early experiences impact brain development
- When a child experiences chronic stressors, such as extreme poverty or persistent traumatic experiences, without the support of a caring adult, the stress becomes toxic
- Early toxic stress affects development
- Cumulative toxic stressors in early childhood increase likelihood of problems in adulthood

Prevalence of Trauma Exposure

- For children 2-5 years of age, **52%** had experienced a severe stressor in their lifetime.

- More than **67%** of children report experiencing at least one traumatic event by age 16.

- Among children being treated or assessed for trauma:
  - 78% had experienced more than one trauma
  - Initial trauma exposure occurred at age 5

Hard to Know When Children Have Experienced Trauma

Over 50% of children ages 2-5 have had an adverse experience in their life that could cause a trauma response.
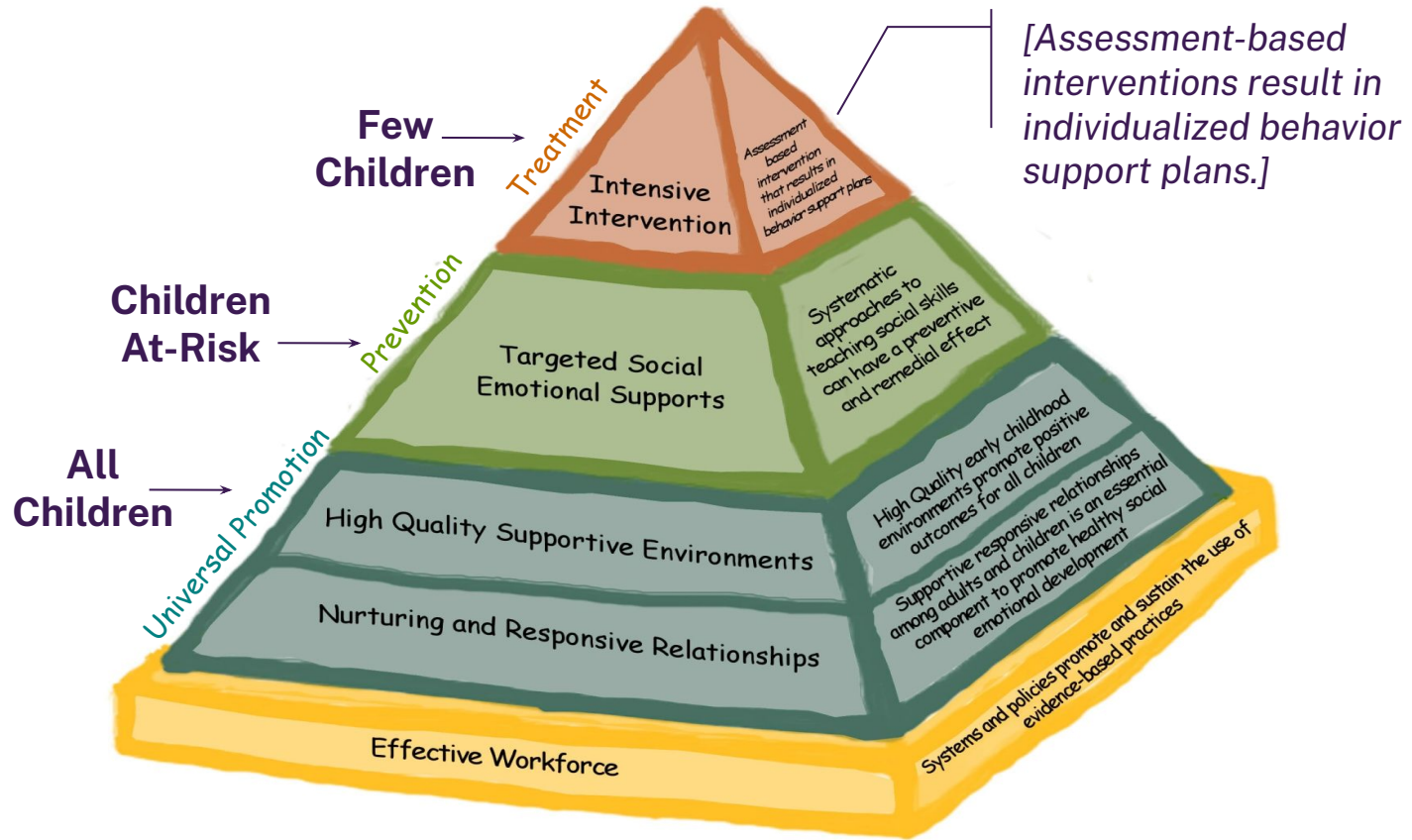
Challenging behaviors may occur

If Trauma-it is NOT:

| ADHD | Oppositional Defiant Disorder | Conduct Disorder | Development delay/learning disability | Other mental health concerns |

Few Children → Treatment

Children At-Risk → Prevention

All Children → Universal Promotion

[Assessment-based interventions result in individualized behavior support plans.]

Intensive Intervention

Assessment based intervention that results in individualized behavior support plans

Targeted Social Emotional Supports

Systematic approaches to teaching social skills can have a preventive and remedial effect

High Quality Supportive Environments

High Quality early childhood environments promote positive outcomes for all children

Nurturing and Responsive Relationships

Supportive responsive relationships among adults and children is an essential component to promote healthy social emotional development

Effective Workforce

Systems and policies promote and sustain the use of evidence-based practices

Pyramid for Supporting Young Children in Early Education Settings

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Promotion & Prevention of Positive Behavior = The MOST Important Behavior Management Skills

- **You are key in the foundational level of the pyramid.**

  - First step is making sure you are ready to be effective in supporting young children's behavior through:

    - Building strong relationships

    - Creating environments that provide consistent cues and supportive structure

- **If multiple children in the same classroom appear to need individualized supports, focus on classroom level changes first!**

- **Ask for support when needed.**

  - How can directors give teachers a break if overwhelmed? Even 5 minutes helps!

- Mental Health Consultants can help you examine these questions for your centers or classrooms.

Building Relationships as Prevention

- [I Love You rituals](#)
- Taking a few minutes to check in with all of your children each day.
  - Can be as easy as greetings in the morning
- For those children who need a little more, think about how and when to support your relationships.
  - Some children may need a little more attention to support them-that is ok!
  - Think about which children do well when given certain jobs throughout the day to keep them involved.
  - Children who are at risk for demonstrating unwanted behaviors are going to need more of your time. Choose to spend time with them up front!

THE KIDS WHO NEED THE MOST LOVE WILL ASK FOR IT IN THE MOST UNLOVING WAYS.
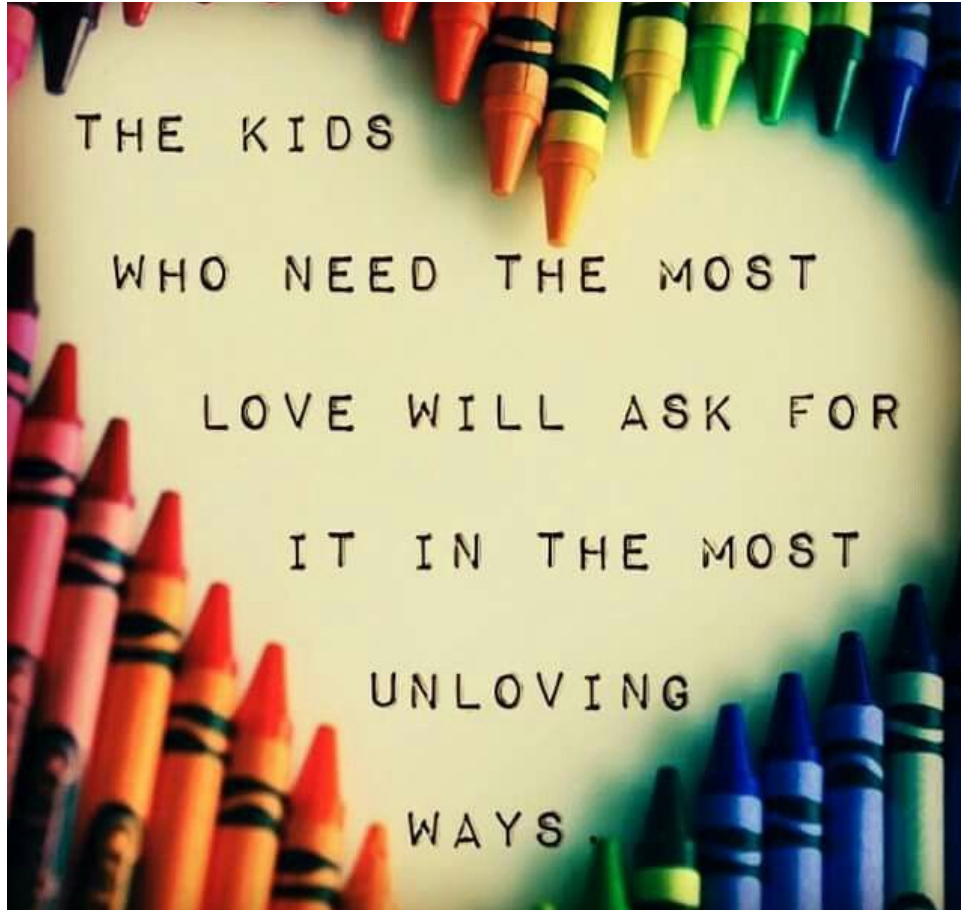
Attention seeking is really just *connection* seeking

Strategies To Build a Secure Relationship

- Use child's name

- Attempt to understand the child's behaviors, communication and needs

- Acknowledge and respond to a child's needs as soon as possible

- Use natural opportunities to be physically close and comforting (holding, rocking, sitting near)

- Use routines such as diapering and feeding as one-on-one time to interact individually

- Use photos, songs, stories and objects that reflect the child and family's language and culture

The Developing Brain – Essential Needs

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Environmental Elements to Consider

- Visual supports throughout
  - Photo/line drawings for rules; schedule; center organization, etc.
- Cozy/private spaces/calm down corner
- Climbing structures/lofts
- Accessible materials that are organized
- Adjustable lighting
- Sound
- Color
- People

Examine Your Schedule

Is the schedule developmentally appropriate?
- Schedules should look different in infant; toddler; preschool room
- Mixed aged classrooms should plan for how different ages can participate in age-appropriate ways

What is the plan for drop-off?
- Starting the day off positively is key!
- Some children need to warm up to their day (and so do some adults!).

Is there a good mix of small group and large group activities?
- Too many of one type can be overwhelming for children
- Are there alternative activities for children who struggle with large group sitting still activities

Is the schedule as consistent as possible?
- Some children need consistency.
- Knowing what to expect can decrease challenging behaviors

How do you let children know about changes to the schedule?
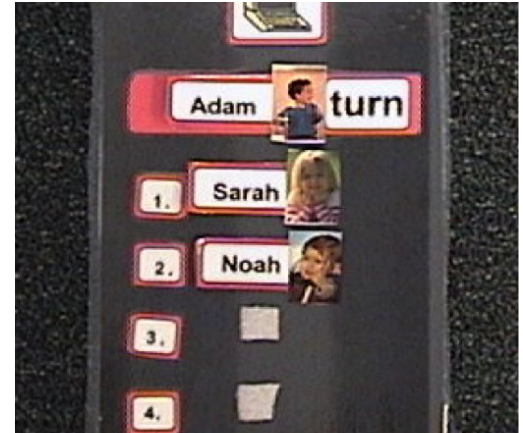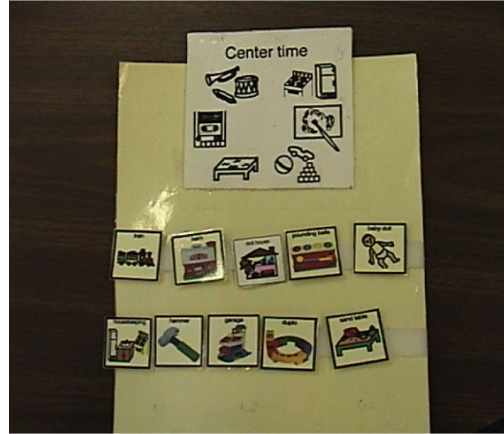- These can be visually illustrated on a visual schedule

How are transitions?
- How long do they take?
- How are children prepared for transitions?

Visual Support Ideas

- A new child or adult should be able to figure out flow of day, class rules, and help clean up/organize by visuals provided
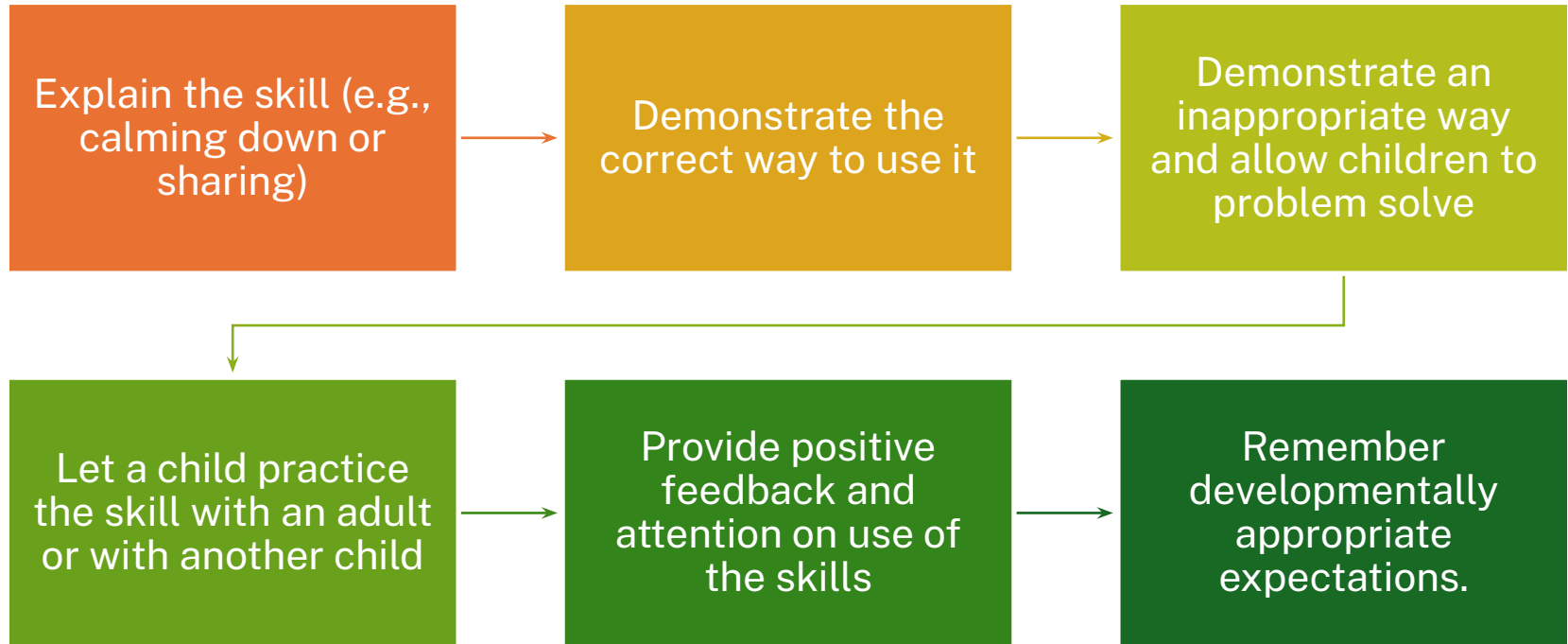
The Developing Brain – Essential Needs

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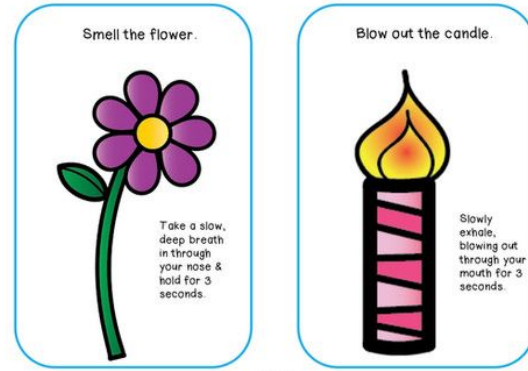
Direct Teaching of Foundational Relationship Skills

Explain the skill (e.g., calming down or sharing) → Demonstrate the correct way to use it → Demonstrate an inappropriate way and allow children to problem solve

Let a child practice the skill with an adult or with another child → Provide positive feedback and attention on use of the skills → Remember developmentally appropriate expectations.

Calm Down Skills

Teachers can use these too!

Smell the flower.

Take a slow, deep breath in through your nose & hold for 3 seconds.

Blow out the candle.

Slowly exhale, blowing out through your mouth for 3 seconds.

Repeat 3 times.

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S.T.A.R

Drain

Balloon

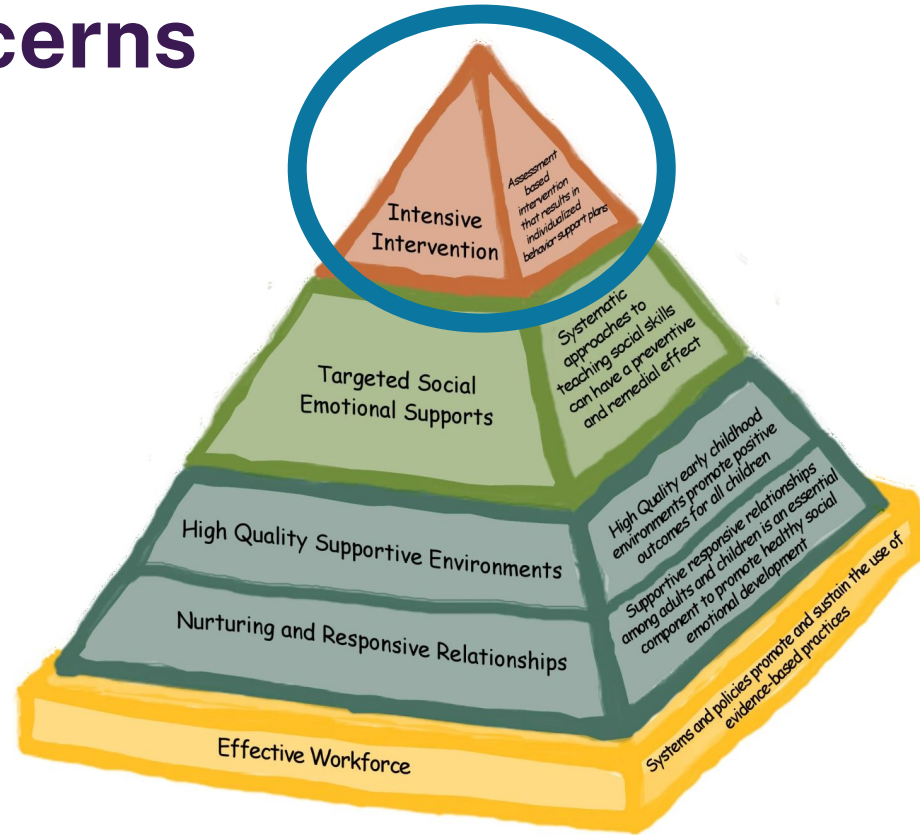Pretzel
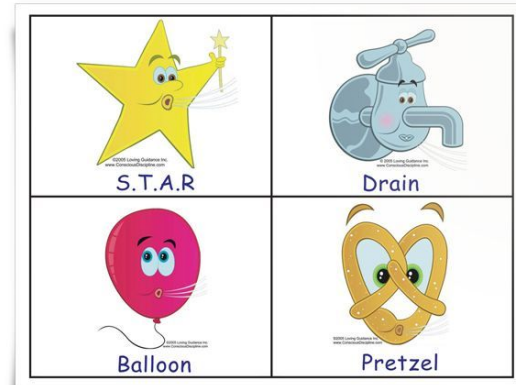
Top of Pyramid Concerns

- For about **5%-10%** of children, outside supports are needed, such as:
  - Individualized behavior support plans
  - Therapy or counseling
  - Occupational or speech therapy
  - Parenting supports
  - Any combination of the above

Questions to Ask when Challenging Behaviors Occur

- When a child is having difficulty the first steps are the same:
  - How can we support their relationship with their important adults (teachers and family)?
  - How is the classroom setting supporting them in feeling safe and connected?
  - What skills does the child need to learn to help them regulate their big feelings?
  - If there are areas where extra support is needed, provide it.

Check in on yourself! Do you need to find outlets and support for you??

Most Important Question to Ask:

What is the child trying to tell us?

ALL Behaviors have meaning

- We cannot eliminate behaviors without understanding what the child is communicating to us.
- Crying, throwing a tantrum, hitting, hiding, etc. are all behaviors that a child may use to communicate needs.
- Teachers may need support in determining how to meet that need.
- Punishments, time outs, etc. only work to try to stop a behavior not to change it.
- We must figure out the need and teach other ways to communicate that are ok in the classroom.

Where to go for Assistance

- Type III sites and family child-care homes working towards academic approval can reach out to TIKES mental health consultation

- TIKES can provide supports for children, families, teachers, and directors!
  https://medicine.tulane.edu/psychiatry/tikes

TIKES Early Childhood Mental Health Consultation

tikesmhc

TIKES Early Childhood Mental Health Consultation

Find us on Social Media!

Upcoming Events

KinderSystems Training

- Kinder Systems will be hosting live webinars to assist providers.
- All webinars will begin at 12:00 p.m. and can be accessed through the available links below or from EdLinkinfo.com.
- More Instructional Webinars, Coming Soon!

KinderConnect– Submitting Attendance Webinar https://kindersystems.zoomgov.com/j/1606678835?pwd=U2yvzoA8x1AeM1owbAT4dv8ajwX5tH.1	Date: Wednesday, 12/11/2024 Meeting ID: 160 667 8835 Passcode: 100
CenterTrack (CCMS) Webinar https://kindersystems.zoomgov.com/webinar/register/WN_XNIN586rRKyoCQc0TKqMGQ	Date: Wednesday, 12/18/2024 Meeting ID: 161 009 5358 Passcode: 150046

Monthly Provider Webinar

Providers can access the next provider webinar using the information below:

- **Webinar Date/Time:**   Thursday, February 6, 2025 at 1 p.m.
- **Webinar Link:**   https://ldoe.zoom.us/j/91532982014?pwd=D5xkBgKac4rzD1SbQlOOC5BNmQTQsE.1

- **Phone Number:**   1 470 250 9358
- **Meeting ID:**   915 3298 2014
- **Passcode:**   519100

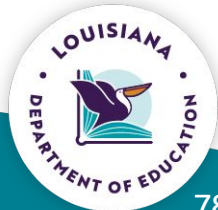**Please note: there will be no January 2025 Monthly Provider Webinar.**

Upcoming Events

Provider Webinar Slides

This month's webinar slides will be available early next week on the Louisiana Believes website.

Monthly Provider Webinar
Please contact earlychildhood@la.gov with any questions.

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State Office Closures

Please note that State Offices will be closed on the following dates:

- Christmas Eve & Day - December 24-25, 2024
- New Year's Eve & Day - December 31, 2024 - January 1, 2025
- Martin Luther King, Jr. Day - January 20, 2025

Upcoming Events

Contact Information

Mellynn Baker, Assistant Superintendent of Early Childhood Care and Education
Mellynn.Baker@la.gov

Child Care Licensing
- Call 225-342-9905
- E-mail ldelicensing@la.gov or e-mail licensing consultants directly

Child Care Assistance Program (CCAP)
- Call 225-250-7635 or 225-614-5917
- E-mail ldeccap@la.gov or enter a ticket at the Provider Help Desk

Child Care Provider Certification
- E-mail providercertification@la.gov

Child Care Criminal Background Checks (CCCBCs)
- Call 225-342-2716 or 225-342-5311 or e-mail ldeCCCBCBprocessing@la.gov

General Early Childhood Support
- E-mail earlychildhood@la.gov