



# Toddler Times

Vol 4 Issue 3

## Getting ready for Parent Teacher Conferences

It is a Head Start Performance Standard for all Early Head Start Programs to hold 2 parent teacher conferences per year - 1302.34 (b)(3). This gives a parent and their primary teacher the opportunity to discuss their child's education and developmental progress and activities in the program.

How can you prepare for your conference?

- Review your Teacher Guide and the example of the Family Conference in the appendix
- Format your family conference form in TS GOLD. Edit observations that you wish to share to parent(s). The parent is the legal guardian.
- Schedule so that YOU as the primary teacher are available for the conference. For continuity of care, the primary teacher needs to be facilitating the discussion with the parent(s). If you are new to the program, ask for the Education Coordinator for support.
- Begin and end on a positive note. Have those positive examples ready to use!
- Be attentive. Use your listening skills throughout the conference. If you feel like you are doing all the talking, ask a question to the parent to engage their thoughts.
- If a parent has any concerns about their child's development, include the Education Coordinator.
- GET SIGNATURES AND DATE 😊



## Creating a Climate for Communication at Mealtimes

Mealtime can be an important time to encourage communication. A nutritious meal is of little value to a child if it is not eaten and enjoyed. Make it one of your goals to serve meals in a relaxed, social atmosphere. Think of mealtime as a communication time, a time when you can converse with, nurture, and obtain feedback from children.

- Expand on toddlers' one-and two-word communications and build sentences around their word
- Make the most of daily routines and talk toddlers through routines in the sequence in which they will happen
- Reinforce with word labels what the toddler is doing (e.g. You are using warm water and soap. You are washing between your fingers.)
- Respond quickly and predictably to toddlers' communication efforts (e.g., you are pointing at the refrigerator, do you want some milk?)

## Want more newsletters?

Register here to receive ZERO TO THREE's newest resource for parents—From Baby to Big Kid. This parent e-newsletter offers science-based information on how children learn and grow each month from birth to age 3.

<https://www.zerotothree.org/resources/520-from-baby-to-big-kid-parent-newsletter>



## Individualized Professional Development (iPD) Portfolio

The iPD Portfolio is an online platform created to support ongoing professional development for staff in Head Start and child care settings. The iPD contains accessible, self-paced modules based on staff roles and interests.



### Special Features

- Accessible via the Early Childhood Learning and Knowledge Center (ECLKC)
  - Sign up using your existing ECLKC login
- Vary modules to meet your own professional development needs
- Start a module and come back to it at your own convenience
- Modules use current ECLKC content to create self-paced professional development
- Many modules offer continuing education units (CEUs) or certificates of completion

<https://eclkc.ohs.acf.hhs.gov/ipdportfolio>

Got ideas for future newsletters?  
Email [lsuehs@lsuhsc.edu](mailto:lsuehs@lsuhsc.edu)

## §1302.43 Oral health practices.

A program must promote effective oral health hygiene by ensuring all children with teeth are assisted by appropriate staff, or volunteers, if available, in brushing their teeth with toothpaste containing fluoride once daily.



## Tips to show you know CLASS!

### Playing with Blocks:

- Problem-solving: Can you fix the ramp with these blocks? What other materials might you need? I want to build a bridge; how can I do that?
- Prediction/experimentation: My tower keeps falling! How many blocks can you add before it falls? What will happen if I pull this block out?
- Classification/comparison: Do you have more blocks in your tower than mine? How do you know?
- Evaluation: Were you able to fix the ramp? How did you figure that out?

### Reading a Book:

- Why/how questions: How do you think the story will end? Why do you think the character is sad?
- Problem-solving: The animals are fighting. How could they solve their problem? Why might that work?
- Prediction/experimentation: What do you think she will do next? Let's record our predictions so we can remember at the end of the book.
- Evaluation: What did you think of the book? What was your favorite part?

### Want more ideas?

Visit [info.teachstone.com/blog](http://info.teachstone.com/blog)