



Holistic ECD- Effective Models and Their Importance

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Why are holistic programs so important for young children?

- Development is more integrated in young children- no skill is solely within one developmental domain
- Intervention targeted toward one area of young children's development often have results in other areas
- Development in the early years is very rapid

Why is intervention for young children so important?

- Convergence of evidence in
 - neuroscience
 - economics
 - child development
 - longitudinal evaluation

points to the particular sensitivity of this period

Why is including families so important?

- Development for young children is embedded in and stimulated by their relationships with others
- The strongest entry point to impact young children is their primary environment- their family
- Families- especially parents- need the knowledge, skills and confidence to parent effectively

What are the basic components of holistic programs?

- Parenting education and support
- Developmental stimulation- in homes, centers or a combination of both
- Basic health care
- Basic nutrition
- Child protection- physical and psychological safety, legal protection

Common models of parenting education and support

- Education groups for mothers or parents
- Education delivered within economic strengthening groups (savings, job training, etc.)
- Support groups for mothers or parents
- Targeted groups for mothers or parents such as those who have previously abused a child or expectant mothers

Common models of parenting education and support cont'd

- Individual home visits for skill building
- Parent-child interaction groups- joint play with children often accompanied by an education session for mothers or parents
- Individual counseling for mothers or parents
- Material support provision- economic, toys, etc.

Common models of developmental stimulation

- Preschool/ECD Center programs
- Parent/child play groups
- Home visits
- Child care
- Limited home visits with center groups

Common models of basic health care

- Well child checks
- Illness treatment
- Immunizations
- Parent information re recognition of treatment options, and seeking help for common illnesses
- Community health workers, health centers, hospitals

Common models of basic nutrition

- Provision of food to families or feeding programs attached to programs
- Micronutrient supplementation
- Growth monitoring and promotion
- Intervention for malnourished children

Common models of child protection

- Birth registration aid
- Public awareness campaigns
- Parent information around discipline practices
- Community committees such as child wellbeing committees
- Participatory program governance
- Alternative care options

Well-known comprehensive,
holistic ECD programs

- Early Head Start/Head Start
- The Essential Package
- Early Intervention

Early Head Start/Head Start

- Target population- Children under 6 living in poverty and their families
- Early Head Start (0-3) goals
 - to promote healthy prenatal outcomes for pregnant women,
 - to enhance the development of very young children, and
 - to promote healthy family functioning

Early Head Start/Head Start

- Early Head Start Components

Child Development- support the physical, social, emotional, cognitive, and language development of each child, positive parent-child relationships critical

- Early education services in a range of developmentally appropriate settings;
- Home-visits, especially for families with newborns;
- Parent education and parent-child activities;
- Comprehensive health and mental health services; and
- High quality child care services, provided directly or in collaboration with community child care providers.

Early Head Start/Head Start

- Family Development- empower families by developing goals on the child's developmental needs and the family's social and economic needs
 - Child development information;
 - Comprehensive health and mental health services, including smoking cessation and substance abuse treatment;
 - Adult education, literacy, and job skills training to facilitate family self-sufficiency;
 - Assistance in obtaining income support, safe housing, or emergency cash; and
 - Transportation to program services.

Early Head Start/Head Start

- Community Building- assess community resources to build a comprehensive network of services and supports for pregnant women and families with young children, increase family access to community supports, make the most efficient use of limited resources, and effect system-wide changes to improve the service delivery system for all families in the community.

Early Head Start/Head Start

- Staff Development- success rests largely on the quality of staff- the capacity to develop caring, supportive relationships with children and families. On-going training, supervision, and mentoring will be inter-disciplinary, emphasize relationship-building and be grounded in "best practices"

Early Head Start/Head Start

- Other key features
 - commitment to monitoring and evaluation, research
 - commitment to inclusion of children with disabilities
 - cross-training
 - reflective supervision
 - parent governance

The Essential Package

- Target Population- Young children (0-8) and their caregivers living in HIV and AIDS affected environments



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The Essential Package

- Essential Package Goal

All children have access to essential supports and services needed to meet their full developmental potential across the physical, socio-emotional, cognitive/intellectual, and spiritual domains.

The Essential Package

- Essential Package Components
for children
 - child care and development
 - health
 - nutrition
 - rights and protection

The Essential Package

- Essential Package Components

For caregivers

care and support

health

nutrition

rights and protection

economic strengthening

The Essential Package

Other Key Features

- International scope
- Focus on diverse caregivers
- Situation analysis and contextualization
- Policy brief and advocacy
- Monitoring and evaluation
- Inclusion of children with disabilities

Early Intervention

- Target population- Infants and Toddlers (0-3) with developmental delays, disabilities or at high risk and their families, follow on program is preschool services for 3-6 year-olds with special needs

Early Intervention

- Early Intervention Goals-
 - (1) to enhance the development of infants and toddlers with disabilities, to minimize their potential for developmental delay, and to recognize the significant brain development that occurs during a child's first 3 years of life;
 - (2) to reduce the educational costs to our society, including our Nation's schools, by minimizing the need for special education and related services after infants and toddlers with disabilities reach school age;
 - (3) to maximize the potential for individuals with disabilities to live independently in society;
 - (4) to enhance the capacity of families to meet the special needs of their infants and toddlers with disabilities; and
 - (5) to enhance the capacity of State and local agencies and service providers to identify, evaluate, and meet the needs of all children, particularly minority, low-income, inner city, and rural children, and infants and toddlers in foster care.

Early Intervention

- Components- needs, services, providers

Needs

are designed to meet the developmental needs of an infant or toddler with a disability, as identified by the individualized family service plan team, in any 1 or more of the following areas:

- (i) physical development;
- (ii) cognitive development;
- (iii) communication development;
- (iv) social or emotional development; or
- (v) adaptive development;

Early Intervention

Services

- (i) family training, counseling, and home visits;
- (ii) special instruction;
- (iii) speech-language pathology and audiology services, and sign language and cued language services;
- (iv) occupational therapy;
- (v) physical therapy;
- (vi) psychological services;
- (vii) service coordination services;
- (viii) medical services only for diagnostic or evaluation purposes;
- (ix) early identification, screening, and assessment services;
- (x) health services necessary to enable the infant or toddler to benefit from the other early intervention services;
- (xi) social work services;
- (xii) vision services;
- (xiii) assistive technology devices and assistive technology services; and
- (xiv) transportation and related costs that are necessary to enable an infant or toddler and the infant's or toddler's family to receive another service described in this paragraph;

Early Intervention

Personnel

provided by qualified personnel, including--

- (i) special educators;
- (ii) speech-language pathologists and audiologists;
- (iii) occupational therapists;
- (iv) physical therapists;
- (v) psychologists;
- (vi) social workers;
- (vii) nurses;
- (viii) registered dietitians;
- (ix) family therapists;
- (x) vision specialists, including ophthalmologists and optometrists;
- (xi) orientation and mobility specialists; and
- (xii) pediatricians and other physicians;

Early Intervention

Require

- to the maximum extent appropriate, are provided in natural environments, including the home, and community settings in which children without disabilities participate; and
- are provided in conformity with an individualized family service plan adopted in accordance with section 636.

Early Intervention

Other Key Features

- States determine eligibility criteria- no set federal definition
- State policy assures appropriate services to all
- Multidisciplinary evaluation
- Family identification of needs
- Individualized Family Service Plan

Early Intervention

- Comprehensive child find, public awareness and central directory of services
- Comprehensive system of personnel development
- Lead agency within state and an interagency coordinating council
- Capacity to serve children beyond age 3 as long as they are not in preschool special education services

What do these models share?

- A focus on children within their family environments
- An integration of health, education, and child protection
- Flexible, needs-based service delivery
- Recognition of family support needs- informational, emotional, social and material
- Parent empowerment