

GLOSSARY

Articulation - 1. The sharing of information between programs or organizations. 2. To express your thoughts clearly.

Attachment - The emotional bond between the child and the parent or caregiver.¹

Behavioral Support Plans - Action plans outlining the specific steps to be used to promote a child's success and participation in daily activities and routines.²

Cognitively - The act or process of knowing, perceiving, etc.³

Competent - Having suitable or sufficient skill, knowledge, experience, etc., for some purpose; properly qualified⁴

Comprehension - Capacity of the mind to perceive and understand; power to grasp ideas; ability to know.⁵

Cultural Capital - The knowledge and skills needed to understand and participate in educational or other systems in a particular culture, or more simply, institutional or formal knowledge and support.

Culture - The characteristics of a particular group of people, defined by everything from language, religion, cuisine, social habits, music, and arts.

Culturally competent - The ability to interact effectively with people of different cultures. Competency comprises the awareness of one's own culture, attitudes toward cultural differences, knowledge of cultural practices and worldviews, and cross-cultural skills.

Curriculum - An organized framework that outlines the content that children are to learn, the process through which children achieve the identified curricular goals, what teachers do to achieve these goals, and the contexts in which teaching and learning occur.

Deficit - An amount that is less than the amount needed; a problem that causes a decrease in some ability.⁶

Developmentally Appropriate Practice (DAP) - Teaching young children in ways that meet children where they are, as individuals and as a group, and support each child in attaining challenging and achievable goals that contribute to ongoing development and learning. Three fundamental considerations guide information gathering and decision making - . age appropriateness, individual appropriateness and culturally appropriate.⁷

Developmental Milestones - An indicator of growth that is achieved by most children by a certain age in physical, social, emotional, cognitive and language skills.

Domains of Learning or Development - Social foundations, physical development and health, English/language arts, math, science, social studies, and the arts. Early learning programs intentionally work with children to support acquisition of new skills in each of these domains of development.

Eco-Map - Developed by Robin McWilliam, the Eco-map is a tool that can be used to help identify resources for the family. Providers can use this tool to gain additional information about the family and identify the family's formal and informal supports.

Emotional Regulation - The process by which individuals influence the occurrence, timing, experience, and expression of emotion.⁸

Empower - Make (someone) stronger and more confident, especially in controlling their life and claiming their rights.

Engagement - Meaningful involvement in an activity that requires dialogue and collaboration.

Evolve - To develop gradually.⁹

Experiential Learning - Providing children with opportunities to learn by doing, observing, and experimenting.¹⁰

Family - A group of persons related by blood or circumstance, as parents, guardians, children, uncles, aunts, and cousins. In this document family specifically refers to the adults in a child's life who provide the primary care for the child day in and day out. Family may be parents, grandparents, foster or adoptive parents, guardians or kin.

Fluency - Spoken or written with ease.

Language Acquisition - The process of achieving mastery of a language or a linguistic rule or element.¹¹

Learning Communities - Groups of people who come together to learn with and from each other and then seek to act on what they learn. Their reason for being is ongoing inquiry and to improve behaviors or practice.¹²

Migrant (immigrant) - A person who leaves one country to settle permanently in another.¹³

Memorandum of Agreement (MOU) - a formal agreement between two or more parties. Companies and organizations use MOUs to establish official partnerships. MOUs are not legally binding but carry a degree of seriousness and mutual respect. A MOU outlines the responsibilities of each agency for their roles in how they will each serve children, families and staff.

Navigate - To move or progress through in a logical sequence.¹⁴

Nurturing - To support and encourage, as during the period of training or development.¹⁵

Receptive - To be open to new ideas or change; willing or inclined to receive *suggestions, offers, etc.*

Reciprocal - A relationship where there is give and take among all those involved. Thus, one person is not receiving all the benefits, or having more say in the direction of decisions.¹⁶

Resilience - The ability to adapt well to adversity, trauma, tragedy, threats, or even significant sources of stress.¹⁷

Respectful - Behavior, interactions, and speech that is courteous, considerate and well-mannered. Developing and maintaining *respectful relationships* requires an early childhood provider to understand the values of each family to be courteous and considerate in relationships with children and their families, and to understand that the values of families may differ from the values of the early childhood provider.¹⁸

Responsive - Reacting in a desired or positive way; quick to react or respond. Early childhood providers must engage *responsively* with both children and their families to build relationships, requiring conversations, discussions, prompt and positive reactions and interactions.¹⁹

Routines Based Interview - A method used to gather information from families to understand their needs and priorities and provide quality early intervention.²⁰

Scaffolding - When the teacher provides support, while also challenging the child to try something a little more difficult.

School Readiness - Skills believed to be predictive of school success, in the areas of physical wellbeing and motor development; social and emotional development; approaches to learning; language development (including early literacy); and cognition and general knowledge.

Secondary prevention - Targeted supports for children who are at risk of challenging behaviors.

Self-Reflection - Process by which teachers discover their own strengths and areas of challenge while helping them improve their practice.²¹

Social Capital - The relationships that help provide resources or information, more simply, relationships and support networks.

Social Stories - Scripted stories that help children understand a social situation by describing the situation, what the child needs to do, and how others feel when the child exhibits the inappropriate behavior or desired behavior.²²

Sustainable - Something that has the infrastructure and support to last a long time.²³

Structured environment - A learning environment or setting where the teacher influences the play by structuring it in such a way that guides students to learn specific content.²⁴

Teachable moment - A moment that occurs when an unplanned opportunity arises when a teacher, parent or provider has an ideal chance to offer insight to a child. A teachable moment is not something that you can plan for; rather, it is a fleeting opportunity that must be sensed and seized by the provider or parent.²⁵

Tertiary intervention - Includes individualized and intensive interventions to a very small number of children with persistent challenges.

Transitions - Changes from one activity or place to another. Transitions can happen during a day, within a program from one class or grade to another, or across programs.

Two Generational Approach - A strategy or plan that includes and has an impact on both the parent (and grandparents) and the child.

Universal promotion - Practices that ensure the promotion of social development of all children.

Visual Aids (cues) - Pictures or physical prompts that can be used to communicate clear expectations.²⁶

ENDNOTES

SECTION 1: INTRODUCTION

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SECTION 2: GOALS

GOAL 1

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GOAL 2

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3. <http://www.cssp.org/reform/strengtheningfamilies/about/protective-factors-framework>
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2. Tech for Tikes - <http://pfs.cte.jhu.edu/pf/pfs/tech-fortikes>
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SECTION 4: SPECIAL TOPICS

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SECTION 5: SELF ASSESSMENT

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25. <http://k6educators.about.com/od/educationglossary/g/gteachmoment.htm>
26. http://challengingbehavior.fmhi.usf.edu/do/resources/teaching_tools/toc/folder1/1a_toolkit.pdf

RESOURCES

For direct links to resources and documents see:
<http://earlychildhood.marylandpublicschools.org/family-engagement-toolkit>

Maryland State Department of Education, Division of Early Childhood Development
<http://earlychildhood.marylandpublicschools.org/>

Social and Emotional Foundations of Early Learning
<https://theinstitute.umaryland.edu/sefel/>

Maryland Family Network
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Robin McWilliams (Routines Based Interview)
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Head Start
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15 Tips and Strategies for Working with English Language Learners
<http://www.scholastic.com/teachers/>

Utah Education Network
<http://www.uen.org/k12educator/ell/>

Everything ESL
<http://www.everythingsl.net/in-services/>

WIDA
<https://www.wida.us/standards/EarlyYears.aspx>

Head Start Markers of Progress
<http://eclkc.ohs.acf.hhs.gov/dmop/en-us/>

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Engaging Parents, Developing Leaders Self-Assessment Toolkit from Annie E. Casey Foundation
<http://www.aecf.org/resources/engaging-parents-developing-leaders/>

NAEYC Family Engagement Self-Assessment Resources
<https://www.naeyc.org/familyengagement/resources/self-assessment-checklist>

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