



## Digging Deeper: Looking Beyond Behavior to Discover Meaning:

### A Unit of Three Lessons

#### [Lesson 1: Watch](#)

Understanding a child's behavior is not easy. Lesson 1 helps you recognize how hard understanding behavior can be. The steps in the Responsive Process are discussed and the first step of the process, Watch, is explained. A short video clip of a toddler (Katie) arriving at an Early Head Start Program offers an opportunity to practice the "Watch" skills.

#### [Lesson 2: Ask 'I Wonder Questions'](#)

Lesson 2 helps you make sense of the many meanings of a behavior. Four key factors that affect behavior are explored using the "I Wonder" strategy for asking questions. You practice developing "I Wonder" questions using the video clip of a toddler (Katie) arriving at a Head Start Program.

#### [Lesson 3: Adapt Using 'Flexible Responses'](#)

You've "Watched" and asked "I Wonder" questions. Now you are ready to choose ways to respond to the behavior. In Lesson 3 you use the answers to the "I Wonder" questions (Lesson 2) to help select responses to address the child's behavior. Muk (Katie's teacher) shares the answers to her "I Wonder" questions as she explains her responses to Katie's behaviors.  
[http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/eecd/Individualization/Children%20With%20Challenging%20Behaviors/Digging\\_Deeper\\_intro\\_1.html](http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/eecd/Individualization/Children%20With%20Challenging%20Behaviors/Digging_Deeper_intro_1.html)



### Acknowledging Positive Behaviors What Works Brief #22

The What Works Brief is a series of easy-to-read, "how to" information packets on a variety of early learning practices. In-service providers and managers may find this resource useful for their professional development needs. This brief explores how to award positive behaviors in children and provides practical strategies for early childhood settings and home environments.

<http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Mental%20Health/Special%20Help%20for%20Children's%20Individualized%20Mental%20Health%20Needs/Challenging%20Behaviors/AcknowledgingPos.htm>

### Early Childhood Inclusion Position Statement

Early Childhood Inclusion: A Joint Position of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) takes historic step by providing a shared national definition of inclusion as "the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society."

The document, which was developed through a collaborative national process coordinated by the National Professional Development Center on Inclusion (NPDCI), represents the first time these two leading national organizations have partnered on a joint product that is expected to have widespread impact on the early childhood field. This statement may serve as the foundation for the work Head Start and Early Head Start programs do on behalf of children with disabilities and their families. To read more about the statement on the ECKLC website, click: <http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Disabilities/Program%20Planning/Disabilities%20Service%20Plan/EarlyChildhoodI.htm>

**Our Pledge:** The KY T/TA State Office pledges to provide timely, current, and interesting monthly newsletters for the Head Start and Early Head Start communities and others interested in the field. In keeping with our mission to be more "green," we will provide our easy to read newsletter via email. **We would like to hear from you and encourage your suggestions for newsletter content. Contact the editor: Allyson Taylor**  
<mailto:allyson.taylor@stginternational.com>

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