



Brazelton Touchpoints: Supporting Child and Family Outcomes and HS/EHS Performance Standards

Touchpoints is a practical approach for building strong family-child relationships from before birth through the earliest years, laying the vital foundation for children's early learning and healthy development.

Touchpoints offers innovative, strength-based interventions and practices to equip and engage families, caregivers, providers, and systems of care to successfully support all domains of children's development essential to successful early learning.

Head Start and Early Head Start programs need the ability to enhance their work with families in diverse communities in order to achieve successful results for young children. But there are few opportunities for HS/EHS providers and community partners to receive formal training and education in this area.

Touchpoints supports Head Start/Early Head Start (HS/EHS) outcomes for children and families and the implementation of HS/EHS Performance Standards.

The Brazelton Touchpoints Center has delivered professional development, early child care and education training, and technical assistance to more than 175 child care centers and family child care programs and to more than 160 Head Start/Early Head Start centers or programs (including home-based programs) in 40 states and 15 tribal sovereign nations. In 2010, the Office of Head Start National Center on Parent, Family, and Community Engagement was established at the Brazelton Touchpoints Center.

What are the benefits of Touchpoints to Head Start/Early Head Start programs?

- Build staff ability to build collaborative and strength-based relationships with families which supports staff in sharing child assessment data with families, goal-setting with families, and engaging families in their child's school readiness.
- Build staff and families' knowledge about child development and the ability to support children's school readiness.
- Build staff knowledge and skills in all of the OHS Relationship Based Competencies
- Build supervisors' and mentors' skills around reflective supervision and coaching.
- Support leaders in engaging families and community partners.

The **Brazelton Touchpoints Center** is dedicated to strengthening the families of young children and the systems of care that surround them so that all children – regardless of their cultural, socioeconomic, physical, psychological, emotional health or environmental challenges – will be healthy, successful early learners and have the opportunity to thrive. The Brazelton Touchpoints Center has both topic focused as well as comprehensive professional development opportunities available for Head Start/Early Head Start grantees across the country, including American Indian/Alaska Native programs.

For more information, visit www.brazeltontouchpoints.org.

How does Touchpoints support Head Start Outcomes?

Touchpoints understands and supports Head Start’s comprehensive approach of working within your communities to create a place where all families can thrive. It thus looks at how it can provide support to each part of the system (children, families, providers, and community) in order to achieve this vision.

Head Start/ Early Head Start Outcomes	Touchpoints Outcomes	Touchpoints Component
<p>Child Outcomes: Children are ready for school and sustain development and learning gains through third grade.</p> <p>Family Outcomes:</p> <p>Family Well Being: Parents and families are safe, healthy and have increased financial security.</p> <p>Positive Parent-Child Relationships: Parents and families develop warm relationships that nurture their child’s learning and development.</p> <p>Families as Life Long Educators: Parents and families observe, guide, promote, and participate in the everyday learning of their children.</p> <p>Families as Learners: Parents and families advance their own learning interests through education, training and/or other experiences.</p> <p>Families Engaged in Transitions: Parents and families support and advocate for their child’s learning and development as they transition to new learning environments.</p> <p>Family Connection to Peers and Community: Parents and families form connections with peers and mentors or networks that are supportive and that enhance social well-being and community life.</p> <p>Families as Advocates and Leaders: Parents and families participate in leadership development decision-making, program policy development, and community and state organizing activities to improve children’s development and learning experiences.</p>	<p>Child Outcomes: Children become successful early and lifelong learners, nurtured within strong relationships with their caregivers</p> <p>Family Outcomes: Families become competent and confident caregivers who feel supported to act on their innate wisdom and desire to do what’s best for their child. Families feel empowered and knowledgeable to be effective caregivers, meeting the health, emotional and learning needs of their children.</p> <p>Provider Outcomes: Providers engage with families as equal partners in shared, care giving relationships. By joining parents in this way, providers experience stronger relationships with children and families and a deepened sense of professional satisfaction.</p> <p>Community Outcomes: Communities support children and families by reorganizing service delivery around family needs and strengths, by promoting continuity of care in the face of systems that result in discontinuity of care, and by creating a common lens for understanding and collaborating around family and children’s development in diverse and difficult to reach communities.</p>	<p>Developmental Framework – provides a concrete framework to better understand a child’s developmental process and how it impacts caregiving relationships. This developmental process is characterized by disorganized behavior prior to bursts in development,</p> <p>Relational Framework – provides concrete relationship based strategies for building strong partnership with families, staff and community partners. These strategies can help scaffold caregivers during periods of disorganized behavior.</p> <p>Reflective Practice – provides a method that can be used to examine our practices with children and families that intentionally supports our efforts to continuously improve.</p> <p>Culturally Sensitive – provides concrete strategies to support us in discovering what is important to families so we can meet each family where they are.</p> <p>Systems Theory – Touchpoints takes into account all the parts of the system (child, family, community) and examines how change in any part of the system affects the progress of the child and family.</p>

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Touchpoints Supports Implementation of Head Start/Early Head Start Performance Standards*

Parent, Family, and Community Engagement (PFCE)

Program Foundations

Program Leadership

- I304.20 (e) Involving Parents
- I304.21 (a)(1-4),(b-c) Child Development and education approach for all children
- I304.24 (a)(1) Child Mental health services
- I304.40 (a), (e-g) Family partnerships
- I304.40 (d, g) Parent involvement – general and Parent involvement in community advocacy
- I304.41 (a, b) Partnerships and Advisory Committees
- I304.51 (b) Communications
- I306.22 (b) Volunteers
- I306.23 (a-b) Training

Continuous Program Improvement

- I304.20 (a-f) Child health & developmental services
- I304.21 (a)(2) Child Development and education approach for all children
- I304.40 (a), (b), (d-i) Family Partnerships
- I304.41 (a-b) Partnerships and Advisory Committees
- I306.23 (a-b) Training
- I308.19 (a), (c), (e-j) Developing IEPs

Professional Development

- I304.52 (j), (l), (2-3) Staff performance appraisals, Training and Development
- I304.52 (d)(1), (h), (l) Qualifications of Content Area Experts and Family Child Care providers
- I304.40 (a-i) Family partnerships
- I304.41 (a-c) Partnerships, Advisory Committees, and Transition Services
- I306.22 Volunteers
- I306.23 Training
- I308.6 (a),(c) Assessment of children
- I308.18 (a-b) Disabilities/Health Services coordination
- I308.19 (a), (c), (f-j) Developing IEPs
- I308.21 (a-c) Parent participation & transition of children from Head Start into Public School

Parent, Family, and Community Engagement (PFCE)

Program Impact Areas

Program Environment

- I304.20 (b)(3),(c)(1), (e)(1) and (3), (f)(1) Child Health & developmental services
- I304.21 (a)(1)(i), (a)(2)(ii) Child Development and education approach for all children
- I304.24 (a) Child mental health services
- I304.40 (a)(5) Family goal setting
- I304.40 (a)(4),(d-i) (2) Family Partnerships
- I304.51 (b-c) Communications–General and Communications with Families
- I306.22 (b) Volunteers
- I306.23 (a-b) Training
- 308.19 (d),(j) Developing IEPs
- I308.21 (a) Parent participation & transition of children into HS and from HS to public school

Family Partnerships

- I304.20 (a-f) Child health & developmental services
- I304.24 (a) Child mental health services
- I304.40 (a-b) Family goal setting and Assessing community services and resources
- I304.41 (c) Transition services
- I308.19 (a-f) Developing IEPs

Teaching and Learning

- I304.20 (e)(2) and (3) (4) Involving Parents
- I304.21 (a)(1)(3-5),(a)(2)(i-ii),(b)(1)-(3),(c)(1) Child Development and education approach for all children
- I304.23 (d) Family Assistance with nutrition
- I304.24 (a)(1)(iii),(a)(1)(v),(a)(1)(vi),(a)(3) Child mental health services
- I304.40 (b)(1),(c)(2), (e)(4), (f)(2)(iii), (h) Family partnerships
- I304.41 (c)(1) Transition services
- I308.21 (a)(2), (b) and (10) Parent participation & transition of children

Community Partnerships

- I304.20 (a)(1)(iii) Determining child health status
- I304.24 (a)(3)(iv) Child mental health services
- I304.40 (b), (d)(1), (e)(4),(g) Family partnerships
- I304.41 (a) Community partnerships
- I304.20 (b-f) Child health & developmental services
- I304.24 (a)(3)(iv) Child mental health services
- I304.40 (b-c),(g-h) Family partnerships
- I308.19 (f) Developing IEPs

*Head Start Performance Standards are organized by the 7 program elements in the PFCE Framework.

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