

Evidence-based Competencies for Promoting Social and Emotional Development and Addressing Challenging Behavior in Early Care and Education Settings

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TABLE OF CONTENTS

INTRODUCTION 4

- The Need for Personnel Competencies in Social and Emotional Development.....4
- Intended Audience5
- Purpose of the Compilation6

METHODOLOGY 6

- Document Organization7

COMPETENCIES 9

I. Nurturing and Responsive Relationships9

Themes

- A. Communication And Involvement With Families9
- B. Building Relationships With Children11
- C. Knowledge Of Resources.....11
- D. Cultural Competence12
- E. Knowledge Of Individual Needs14
- F. Consistency In Practice.....16
- G. Responsive Caregiving17
- H. Encourages Expression18
- I. Caregiver Self-Awareness18

II. High Quality Environments21

Themes

- A. Assessment.....21
- B. Direct Guidance Techniques (Teaching Strategies).....22
- C. Indirect Guidance Techniques (Learning Environment).....25
- D. Building A Caring Classroom Community.....26

III. Targeted Social Emotional Supports29

Themes

- A. Emotional Literacy.....29
- B. Pro-Social Interactions29

IV. Intensive Interventions.....33

Themes

- A. Family/Professional Partnership33
- B. Developing And Implementing Individualized Interventions.....34
- C. Knowledge Of Resources.....36

RESOURCES 37

- Annotated Bibliography37
- References.....39
- Acknowledgements.....40

APPENDICES	41
Appendix A:	
Citations from Center on the Social and Emotional Foundations for Early Learning (CSEFEL) <i>Inventory of Practices for Promoting Children’s Social Emotional Competence</i>	42
Citations from <i>Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs, 2nd Edition (CFOC)</i>	47
Citations from the Division for Early Childhood (DEC) <i>Recommended Practices in Early Intervention/Early Childhood Special Education</i>	51
Citations from <i>NAEYC Early Childhood Program Standards and Accreditation Criteria</i>	54
Appendix B	
Preparing Early Childhood Professionals: NAEYC’s Standards for Programs	

INTRODUCTION

The Need for Personnel Competencies in Social and Emotional Development

There is growing evidence that a significant percentage of young children experience poor social-emotional health, often resulting in challenging behaviors. “Approximately 10-15% of typically developing children have chronic mild to moderate levels of behavior problems” (Timm & Fox, 2006, p.1). Children lacking in social, emotional and behavioral health are at high risk for experiencing a number of short-and long-term problems. Young children with challenging behaviors are more likely to experience “early and persistent peer rejection, mostly punitive contacts with teachers”, unpleasant family interactions and failure in school (Smith 2006, p. 1). If left untreated, these same children are more likely to experience adolescent delinquency, gang involvement, incarceration, substance abuse, divorce, unemployment (Center for Evidence-Based Practice: Young Children with Challenging Behavior, 2004). In fact, behavior problems that surface in early childhood are the single best predictor for several of these long-term outcomes (Center for Evidence-Based Practice: Young Children with Challenging Behaviors, 2004).

Research has established a compelling link between social emotional development and school success (Raver, 2002; Smith, 2006). Social, emotional, and behavioral competence in young children predicts their academic performance in the first grade (Raver & Knitzer, 2002). Indeed, the link may be causal—academic achievement in the first few years of school appears to be built on a foundation of emotional and social skills. Social skills that have been identified as essential for school success include: getting along with others, following directions, identifying and regulating one’s emotions and behavior, thinking of appropriate solutions to conflict, persisting on tasks, engaging in social conversation and cooperative play, correctly interpreting other’s behaviors and emotions, and feeling good about oneself and others (Fox & Smith, 2007).

Early educators play an important role in the social-emotional development of young children. In 1999, 64% of mothers with children under six and 60% of mothers of infants were in the work force (Clifford & NTI, 2006). This suggests that a large percentage of young children attend some type of out-of-home care program regularly. Therefore, early care and education providers are in a position to recognize and respond to children with challenging behaviors, something they are often unprepared to do. Many early childhood personnel feel unequipped to meet the needs of children who are emotionally delayed or who exhibit social emotional problems. They report: a) disruptive behavior is one of the single greatest challenges they face; b) there seems to be an increasing number of children who have these problems; and c) they do not feel effective with these children, which negatively affects their job satisfaction and leads to stress and burnout (Hemmeter, Corso, & Cheatham, 2006; Kaufmann & Wischman, 1999). Because teachers feel unprepared to address the needs of children with challenging behavior, a growing number of children are being expelled from preschool (Gilliam, 2005).

The development and utilization of competencies related to promoting social and emotional development and preventing and addressing challenging behaviors is a critical strategy for assuring the pre-service and in-service training prepares the workforce to address the social and emotional needs of young children. The competencies should describe the knowledge and skills

early care and education providers need to support young children’s social and emotional development.

A conceptual model of competences and practices related to promoting social and emotional development was developed by the national Center in the Social and Emotional Foundations for Early Learning (CSEFEL) faculty that provides for the full range of evidence-based practices that are needed to optimally provide services and supports to young children and their families. This “Teaching Pyramid Model” uses the public health model (Gordon, 1983; Simeonson, 1991) of including: 1) universal practices that are needed to support all children and promote children’s health development, 2) secondary strategies that are designed to prevent problem behaviors for children, and 3) tertiary or intervention strategies to provide treatment to young children who have mental health needs or serious and persistent problem behavior (Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003). These practices are presented in the Teaching Pyramid Model in four levels (see Figure 1). Promotion approaches are the first two levels and include nurturing relationships and responsive caregiving as the foundation for children’s development with supportive environments as the context of the development of those relationships. Prevention practices are included in the third level of the pyramid and include strategies and supports for promoting the social emotional competence of children at risk for difficulties. The fourth level of the pyramid includes individualized interventions that provide treatment to children with persistent challenges.

Figure 1. Promoting Social and Emotional Competence – the Teaching Pyramid



Intended Audience

This document is intended for professionals who provide pre-service and in-service training to early care and education providers to assist them in integrating concepts and skills related to social and emotional course work in their training curriculum. Faculty in community college or university settings may choose to weave the competences into their existing course material. More in-depth information may be provided in elective courses devoted to promoting social and emotional development and addressing challenging behavior in early care and education settings. Likewise, professionals and entities that provide ongoing training to early childhood educators

may use the competencies to assure that training related to social and emotional issues is integrated into their training and technical assistance plans and is aligned with the evidence-base for promoting social and emotional development and addressing challenging behaviors in early care and education settings. Finally, directors of early care and education programs may use the competencies to assure that their staff members are well-equipped with the knowledge and skills necessary to promote social and emotional development and address challenging behavior.

Purpose of the Compilation

Several sources describe the knowledge and skills that early care and education providers need and the standards to which early childhood programs should perform in order to promote the optimal development of young children within the context of early care and education. These include: 1) the National Association of the Education of Young Children's (NAEYC) *Early Childhood Program Standards and Accreditation Criteria*; 2) the Division for Early Childhood of the Council for Exceptional Children's (DEC) *Recommended Practices in Early Intervention/Early Childhood Special Education*; and, 3) the American Academy of Pediatrics (AAP), American Public Health Association (APHA), and the National Resource Center for Health and Safety in Child Care and Early Education's (NRC) *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-Of Home Child Care Programs, 2nd Edition (CFOC)*. Although social and emotional development is included in these resources, none focus specifically on promoting social and emotional competence in early care and education settings. In addition to these resources, the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) developed an *Inventory of Practices for Promoting Children's Social and Emotional Competence (May, 2006)*, which is a compilation of evidence-based practices that describe the knowledge, skills, and competencies that early care and education professionals need to promote social and emotional competence, prevent challenging behavior and intervene when intensive and individualized supports are needed (see Figure 1 above). Finally, Harambe! Colorado, an early childhood mental health initiative in Colorado, developed *Core Knowledge and Competencies: Promoting Social and Emotional Well Being in Children Birth to Five*, a competency list that specifically focused on social and emotional development at the promotion, prevention and intervention levels.

The purpose of this document is to provide, in one place, the knowledge and skills and/or program standards that impact social and emotional health from these three nationally recognized standards, one list of evidence-based competencies, and one state-developed list of competencies. This compilation demonstrates where these national and state sources converge on the topic of social and emotional development. It also demonstrates the relationship of each competency to the professional competencies described in *Preparing Early Childhood Professionals: NAEYC's Standards for Programs (2003)*, which are the NAEYC standards and accreditation criteria for higher education programs preparing early childhood professionals.

METHODOLOGY

Of the five sources included in this review, three represent efforts of national early childhood organizations to develop standards of practice in early care and education. These include the

National Association of the Education of Young Children’s (NAEYC) *Early Childhood Program Standards and Accreditation Criteria*, the Division for Early Childhood of the Council for Exceptional Children’s (DEC) *Recommended Practices in Early Intervention/Early Childhood Special Education* and the AAP, APHA, and NRC’s *CFOC*. A fourth resource, the Center on the Social and Emotional Foundations for Early Learning’s (CSEFEL) *Inventory of Practices for Promoting Children’s Social and Emotional Competence*, is comprised of evidence-based practices that promote social and emotional development and prevent or address challenging behavior in young children. The fifth resource Harambe! Colorado’s *Core Knowledge and Competencies: Promoting Social and Emotional Well Being in Children Birth to Five* was selected to be included because it was a state collaborative effort of many experts in the field of early childhood mental health to develop a competency list specific to social and emotional development. It was the theory of the authors that the competencies described in the Harambe! Colorado document would be reflected in the other, nationally recognized resources, and if they weren’t, the authors wanted to include these competencies as they represent the values and needs reflected in our state. A thorough review of each source was conducted to determine the competencies or standards that relate to social and emotional development. The Colorado Core Knowledge and Standards were not included in this review because they were in the process of revision during the development of this compilation.

Document Organization

1. The competencies are organized according to the Center on the Social and Emotional Foundations for Early Learning’s Teaching Pyramid Model framework described above (Figure 1). This framework uses the promotion, prevention and intervention levels of competencies needed for supporting young children’s social emotional development. **These levels are used as the first organizer for the competencies: *Nurturing and Responsive Relationships, High Quality Environments, Targeted Social Emotional Supports, and Intensive Interventions.***
2. Within each of these four levels, the competencies are organized around central **themes**, developed by the authors, which emerged during the process of this review.
3. Each theme includes one or more **competencies** as determined through the review of the aforementioned five sources.
4. In some cases, there are several sources that support the competency. When competencies or standards from multiple sources converged, the competency or standard that most completely captured the salient aspects of the knowledge or skill needed is reported *verbatim* as the **Competency**. (With the exception of the *CFOC* standards, the majority of competencies provided in this document are abbreviated. *CFOC* standards are provided in their entirety, with relevant sections bolded and italicized, if necessary.) The source for this competency is reported as the **Primary Reference**.
5. The remaining supporting sources are listed under **Secondary References**. These represent additional competencies found in the other sources that related closely to the stated competency. (A complete list of all secondary references is provided in **Appendix A**).
6. Finally, each competency is referenced to one or more **NAEYC standards** for accrediting higher education ECE programs—from *Preparing Early Childhood Professionals: NAEYC’s Standards for Programs, 2003*. This resource provides the

NAEYC standards and accreditation criteria for higher education programs preparing early childhood professionals. (The list of the NAEYC standards is provided in **Appendix B**).

7. A section on **Resources** is included which contains an annotated bibliography of all sources used to create this document, followed by a list of citations under **References**.

EXAMPLE

Nurturing and Responsive Relationships

A. THEME: COMMUNICATION AND INVOLVEMENT WITH FAMILIES

1. **Competency: Teachers communicate with family members on an ongoing basis to learn about children's individual needs and ensure a smooth transition between home and program.**

Primary Reference:

NAEYC Relationship Program Standard 1.A.03

Secondary References:

- NAEYC Relationships Standard 1.A.01
- *CFOC* Standard 2.004: Helping Families Cope with Separation
- *CFOC* Standard 2.044: Mutual Responsibility of Parents and Staff
- DEC Recommended Practices: Family-Based Practices F2, F11-14
- CSEFEL Inventory of Practices #1

NAEYC *Preparing EC Professionals* Standard:

Promoting Child Development and Learning: 2 b, c

Teaching and Learning: 4a

COMPETENCIES

I. Nurturing and Responsive Relationships

A. THEME: COMMUNICATION AND INVOLVEMENT WITH FAMILIES

1. Competency: Teachers communicate with family members on an ongoing basis to learn about children's individual needs and ensure a smooth transition between home and program.

Primary Reference:

NAEYC Relationship Program Standard 1.A.03

Secondary References:

- NAEYC Relationship Program Standard 1.A.01
- *CFOC* Standard 2.004: Helping Families Cope with Separation
- *CFOC* Standard 2.044: Mutual Responsibility of Parents and Staff
- DEC Recommended Practices: Family-Based Practices F2, F11-14
- CSEFEL Inventory of Practices #1

NAEYC *Preparing EC Professionals* Standard:

Promoting Child Development and Learning: 2 b, c
Teaching and Learning: 4a

2. Competency: Caregivers shall inform all parents that they may visit the site at any time when their child is there, and that, under normal circumstances, they will be admitted without delay. This open-door policy shall be part of the "admission agreement" or other contract between the parent and the caregiver, if they have custody, joint custody, permission by court order, or written consent from the custodial parent. *Parents are welcomed and encouraged to speak freely to staff about concerns and suggestions.*

Primary Reference:

CFOC Standard 2.046: Parent Visits

Secondary References:

- CSEFEL Inventory of Practices #1
- DEC Recommended Practices: Family Based Practices F2

NAEYC *Preparing EC Professionals* Standard:

Building Family and Community Relationships: 2c

3. Competency: Along with short informal daily conversations between parents and caregivers, planned communication (for example, parent conferences) shall be scheduled with at least one parent of every child in care:

- a) To review the child's development and adjustment to care;
- b) To reach agreement on appropriate, nonviolent, disciplinary measures;
- c) To discuss the child's strengths, specific health issues, and concerns such as persistent behavior problems, developmental delays, special needs, overweight, underweight, or eating or sleeping problems.

At these planned conferences a caregiver shall review with the parent the child's health report and the health record to identify medical and developmental issues that require follow-up or adjustment of the facility.

Each review shall be documented in the child's facility health record with the signature of the parent and the staff reviewer. These planned conferences shall occur:

- a) As part of the intake process;
- b) At each health update interval;
- c) On a calendar basis, scheduled according to the child's age:
 - 1) Every 6 months for children under 6 years of age;
 - 2) Every year for children 6 years of age and older;
- d) Whenever new information is added to the child's facility health record.

Additional conferences shall be scheduled if the parent or caregiver has a concern at any time about a particular child. Any concern about a child's health or development shall not be delayed until a scheduled conference date.

Notes about these planned communications shall be maintained in each child's record at the facility and shall be available for review.

Primary Reference:

CFOC Standard 2.047: Parent Conferences

Secondary References:

- *CFOC Standard 2.054: Parents' Information on Their Child's Health and Behavior*
- *DEC Recommended Practices: Family Based Practices F1-F4*

NAEYC *Preparing EC Professionals* Standard:

Building Family and Community Relationships: 2c

4. Competency: The facility's activities shall include:

- a) Both structured and unstructured times;
- b) Both teacher-directed and child-initiated experiences;
- c) *Family involvement activities.*

Primary Reference:

CFOC Standard 2.003: Content of Facility Activities

Secondary References:

- CSEFEL Inventory of Practices #1
- DEC Recommended Practices: Family Based Practices F5, F7

NAEYC *Preparing EC Professionals* Standard:
Building Family and Community Relationships: 2c

5. **Competency: Teachers share information with families about classroom rules, expectations, and routines not only at enrollment but also as needed throughout the year.**

Primary Reference:
NAEYC Relationship Program Standard: 1.A.05

Secondary References:

- DEC Recommended Practices: Family Based Practices F1-F4

NAEYC *Preparing EC Professionals* Standard:
Building Family and Community Relationships: 2b, c
Teaching and Learning: 4a

B. THEME: BUILDING RELATIONSHIPS WITH CHILDREN

Competency: Develops meaningful relationships with children and families: Greets children on arrival, calls by name; Communicates with children at eye level; Verbally interacts with individual children during routines and activities; Participates in children’s play when appropriate; Shows respect, consideration and warmth to all children; Speaks calmly to children; Uses a variety of strategies for building relationships with all children; Attends to children in positive ways at times when the children are not engaging in challenging behavior; Uses a variety of strategies for building relationships with all families; Creates a classroom that is a place for children and families like to be (e.g. feel comfortable, welcome and safe).

Primary Reference:
CSEFEL Inventory of Practices #1

Secondary Reference:
DEC Recommended Practices: Child-Focused Practices C11

NAEYC *Preparing EC Professionals* Standard:
Promoting Child Development and Learning: 1c
Teaching and Learning: 4a

C. THEME: KNOWLEDGE OF RESOURCES

Competency: Understands that certain needs must be met before families are capable of full involvement in their child’s early childhood program....including basic

physiological and security needs. Aware of and utilizes community resources for food, clothing, shelter, medical care, transportation, and protection.

Primary Reference:

Harambe's Core Knowledge and Competencies: Promoting Social and Emotional Well-Being of Children Birth to Five Self-Evaluation Checklist

Secondary References:

CFOC Standard 2.056 Community Human Service Resources Information

NAEYC *Preparing EC Professionals* Standard:

Building Family and Community Relationships: 2a

D. THEME: CULTURAL COMPETENCE

- 1. Competency: Respectful of and responsive to each family's culture, language, and strengths especially as they relate to care and education of young children.**

Primary Reference:

Harambe's Core Knowledge and Competencies: Promoting Social and Emotional Well-Being of Children Birth to Five Self-Evaluation Checklist

Secondary Reference:

- DEC Recommended Practices: Family Based Practices F5
- CSEFEL Inventory of Practices #2

NAEYC *Preparing EC Professionals* Standard:

Building Family and Community Relationships: 2b

- 2. Competency: Program staff use a variety of formal and informal strategies (including conversations) to become acquainted with and learn from families about their family structure; their preferred child-rearing practices; and information families wish to share about their socioeconomic, linguistic, racial, religious, and cultural backgrounds.**

Primary Reference:

NAEYC Families Program Standard: 7.A.02

Secondary References:

- NAEYC Families Program Standard: 7.A.01 and 7.A.04
- CSEFEL Inventory of Practices #1

NAEYC *Preparing EC Professionals* Standard:

Building Family and Community Relationships: 2 a, b

- 3. Competency: Withholds judgment and feels empathy for parent/caregiver’s perspective**

Primary Reference:

Harambe’s Core Knowledge and Competencies: Promoting Social and Emotional Well-Being of Children Birth to Five Self-Evaluation Checklist

Secondary References:

- **CSEFEL Inventory of Practices #2**

NAEYC Preparing EC Professionals Standard:

Building Family and Community Relationships: 2b

- 4. Competency: At least one member of the staff shall be able to communicate in the native language of the parents and children, or the facility shall work with parents to arrange for a translator to communicate with parents and children.**

Primary Reference:

CFOC Standard 2.006: Communication in Native Language

Secondary Reference:

DEC Recommended Practices: Family Based Practices F5

NAEYC Preparing EC Professionals Standard:

Building Family and Community Relationships: 2c

- 5. Competency: Helps parents/caregivers to appreciate the uniqueness of their young child**

Primary Reference:

Harambe’s Core Knowledge and Competencies: Promoting Social and Emotional Well-Being of Children Birth to Five Self-Evaluation Checklist

NAEYC Preparing EC Professionals Standard:

Building Family and Community Relationships: 2b

- 6. Competency: Teaching staff’s daily interactions demonstrate their knowledge of:**

- **The children they teach.**
- **The children’s families.**
- **The social, linguistic, and cultural context in which the children live.**

Primary Reference:

NAEYC Teaching Program Standard: 3.B.01

Secondary References:

- *CFOC Standard 1.011: Additional Qualifications for Caregivers Serving Children 3-5 Years of Age (subsection d only)*
- *CFOC Standard 2.007 Diversity In Enrollment And Curriculum*

NAEYC *Preparing EC Professionals* Standards:

Promoting Child Development and Learning: 1 a, d
Teaching and Learning: 4a

- 7. Competency: Teaching staff develop individual relationships with children by providing care that is responsive, attentive, consistent, comforting, supportive and culturally sensitive.**

Primary Reference:

NAEYC Teaching Program Standard: 3.B.03

Secondary References:

- NAEYC Relationship Program Standard: 1.B.02 & 1.B.05
- DEC Recommended Practices: Child-Focused Practices C 11
- CSEFEL Inventory of Practices #12, #13

NAEYC *Preparing EC Professionals* Standard:

Promoting Child Development and Learning: 1 a, b, c,
Teaching and Learning: 4a

- 8. Competency: Examines personal, family and cultural views of challenging behavior: Considers personal beliefs regarding the acceptability and unacceptability of specific types of challenging behavior, the causes of specific types of challenging behavior. Acknowledges contrasting or conflicting beliefs held by others regarding acceptable and unacceptable types of child behavior.**

Primary Reference:

CSEFEL Inventory of Practices #2

Secondary Reference:

- CSEFEL Inventory of Practices #3

NAEYC *Preparing EC Professionals* Standard:

Promoting Child Development and Learning: 1b

E. THEME: KNOWLEDGE OF INDIVIDUAL NEEDS

- 1. Competency: Shows sensitivity to individual children’s needs: Respects and accommodates individual needs, personalities, and characteristics; Adapts and adjusts accordingly (instruction, curriculum, materials, etc.); Conveys acceptance of**

individual differences (culture, gender, sensory needs, language, abilities) through planning, material selection, and discussion of topics.

Primary Reference:

CSEFEL Inventory of Practices #13

Secondary Reference:

- DEC Recommended Practices: Child-Focused Practices C12
- *NAEYC Relationship Program Standard: 1.B.07; 1.B.13*

NAEYC *Preparing EC Professionals* Standard:

Promoting Child Development and Learning: 1 a, b ,c

Teaching and Learning: 4a

- 2. Competency: Children with special needs and their families shall have access to and be encouraged to receive a multidisciplinary assessment by qualified individuals, using reliable and valid age and culturally appropriate instruments and methodologies, before the child starts in the facility. If the parent consents to disclose the information and if the information is relevant to health and safety concerns in the child care setting, this evaluation shall consist of the following:**
- a) Results of medical and developmental examinations;**
 - b) Assessments of the child's cognitive functioning or current overall functioning;**
 - c) Evaluations of the family's needs, concerns, and priorities;**
 - d) Other evaluations as needed.**

The multidisciplinary assessment shall be voluntary and focus on the family's priorities, concerns, and resources that are relevant to providing services to the child and that optimize the child's development.

Primary Reference:

CFOC Standard 7.003: Initial Assessment

Secondary References:

- DEC Recommended Practices: Assessment A 20
- NAEYC Teaching Program Standard 3.A.01

NAEYC *Preparing EC Professionals* Standard:

Promoting Child Development and Learning: 2c

- 3. Competency: Teaching staff, program staff, or both work as a team to implement daily teaching and learning activities, including Individualized Family Service Plans (IFSPs), Individualized Education Programs (IEPs), and other individual plans as needed.**

Primary Reference:

NAEYC Teaching Program Standard: 3.A.01

Secondary Reference:

DEC Recommended Practices: Interdisciplinary Models I 1, I 2, I 7

NAEYC *Preparing EC Professionals* Standard:

Teaching and Learning: 4b

- 4. Competency: Professionals assess the child’s strengths and needs across all developmental and behavioral dimensions.**

Primary Reference:

DEC Recommended Practices: Assessment A20

NAEYC *Preparing EC Professionals* Standard:

Observing, Documenting and Assessing to Support Young Children and Families: 3b

F. THEME: CONSISTENCY IN PRACTICE

- 1. Competency: Teaching staff are consistent and predictable in their physical and emotional care of all children.**

Primary Reference:

NAEYC Relationship Program Standard: 1.B.03

NAEYC *Preparing EC Professionals* Standard:

Promoting Child Development and Learning: 1b

- 2. Competency: Teaching staff develop individual relationships with children by providing care that is responsive, attentive, consistent, comforting, supportive and culturally sensitive.**

Primary Reference:

NAEYC Teaching Program Standard: 3.B.03

Secondary References:

- NAEYC Relationship Program Standard: 1.B.02 & 1.B.05
- DEC Recommended Practices: Child-Focused Practices C11

NAEYC *Preparing EC Professionals* Standard:

Promoting Child Development and Learning: 1 a, b, c

Teaching and Learning: 4a

G. THEME: RESPONSIVE CAREGIVING

- 1. Competency: Practices responsive caregiving based on understanding of each child's unique development, and responds to the child's cues and signals, following the child's lead.**

Primary Reference:

Harambe's Core Knowledge and Competencies: Promoting Social and Emotional Well-Being of Children Birth to Five Self-Evaluation Checklist

Secondary Reference:

DEC Recommended Practices: Child-Focused Practices C12

NAEYC *Preparing EC Professionals* Standard:

Promoting Child Development and Learning: 1c

- 2. Competency: Teaching staff talk frequently with children and listen to children with attention and respect. They**
 - respond to children's questions and requests.**
 - use strategies to communicate effectively and build relationships with every child.**
 - engage regularly in meaningful and extended conversations with each child.**

Primary Reference:

- NAEYC Relationship Program Standard: 1.B.15*

Secondary References:

- CFOC* Standard 2.008: Verbal interaction
- CFOC* Standard 2.019: Fostering Language Development of 3- to 5-Year Olds (subsections a,b,e only)
- NAEYC Relationship Program Standard: 1.B.04 & 1.B.14
- NAEYC Teaching Program Standard: 3.B.11
- NAEYC Assessment of Child Progress Program Standard: 4.D.07

NAEYC *Preparing EC Professionals* Standard:

Promoting Child Development and Learning: 1c

Teaching and Learning: 4 a, b

- 3. Competency: Teaching staff foster children's emotional well-being by demonstrating respect for children and creating a positive emotional climate as reflected in behaviors such as frequent social conversations, joint laughter, and affection.**

Primary Reference:

NAEYC Relationship Program Standard: 1.B.01

Secondary References:

CSEFEL Inventory of Practices #1

NAEYC *Preparing EC Professionals* Standard:

Promoting Child Development and Learning: 1a

H. THEME: ENCOURAGES EXPRESSION

- 1. Competency: Models appropriate expressions and labeling of their own emotions and self-regulation throughout the course of the day: Labels positive feelings; Labels negative feelings paired with actions to regulate.**

Primary Reference:

CSEFEL Inventory of Practices #21

Secondary References:

- CSEFEL Inventory of Practices #22, #23
- NAEYC Relationship Program Standard: 1.B.06

NAEYC *Preparing EC Professionals* Standard:

Promoting Child Development and Learning: 1 a, b, c
Teaching and Learning: 4a

- 2. Competency: Teaching staff engage infants in frequent face-to-face social interactions each day. These include both verbal behaviors (e.g., talking, cooing, repeating infant sounds, singing) and nonverbal behaviors (e.g., smiling, touching, holding).**

Primary Reference:

NAEYC Relationship Program Standard: 1.B.11

Secondary References:

- NAEYC Assessment of Child Progress Program Standard: 4.D.05
- NAEYC Relationship Program Standard: 1.C.01
- *CFOC* Standard 2.010 Personal Caregiver Relationships for Infants and Toddlers

NAEYC *Preparing EC Professionals* Standard:

Promoting Child Development and Learning: 1b
Observing, Documenting and Assessing to Support Young Children and Families: 3c

I. THEME: CAREGIVER SELF-AWARENESS

- 1. Competency: Understands that one's own health and wellness influences children's behavior.**

Primary Reference:

Harambe's Core Knowledge and Competencies: Promoting Social and Emotional Well-Being of Children Birth to Five Self-Evaluation Checklist

Secondary Reference:

CFOC Standard 2.063 Staff Modeling of Healthy Behavior

NAEYC *Preparing EC Professionals* Standard:

Promoting Child Development and Learning: 1b

2. **Competency: Examines personal, family and cultural views of challenging behavior: Considers personal beliefs regarding the acceptability and unacceptability of specific types of child behavior; Considers personal beliefs regarding the causes of specific types of unacceptable child behavior; Acknowledges contrasting or conflicting beliefs held by others regarding acceptable and unacceptable types of child behavior.**

Primary Reference:

CSEFEL Inventory of Practices #2

NAEYC *Preparing EC Professionals* Standard:

Promoting Child Development and Learning: 1b

3. **Competency: Examines own attitudes toward challenging behavior: Identifies what behaviors “push my buttons”; Develops strategies for dealing with situations when children’s behaviors “push my buttons”. Works together with a team to problems solve around issues related to challenging behaviors. Understands: relationship between children’s social and emotional development and challenging behaviors, that children’s challenging behaviors are conveying a message; there is much that can be done to prevent challenging behavior.**

Primary Reference:

CSEFEL Inventory of Practices #3

NAEYC *Preparing EC Professionals* Standard:

Promoting Child Development and Learning: 1b

4. **Competency: Caregivers shall be prepared to work with infants and toddlers and, when asked, shall be knowledgeable and demonstrate competency in tasks associated with caring for infants and toddlers:**
 - a) **Diapering;**
 - b) **Bathing;**
 - c) **Feeding;**
 - d) **Holding;**
 - e) **Comforting;**
 - f) **Putting babies down to sleep positioned on their backs and on a firm surface to reduce the risk of Sudden Infant Death Syndrome (SIDS);**

g) Providing responsive and continuous interpersonal relationships and opportunities for child-initiated activities.

To help manage atypical or disruptive behaviors of children, caregivers, in collaboration with parents, shall seek professional consultation from the child's source of routine health care or a mental health professional.

Primary Reference:

CFOC Standard 1.010: Additional Qualifications for Caregivers Serving Children Birth –35 months of age

NAEYC Preparing EC Professionals Standard:

Promoting Child Development and Learning: 1a

II. High Quality Environments

A. THEME: ASSESSMENT

1. **Competency: The program's written assessment plan includes the multiple purposes and uses of assessment including:**
 - arranging for developmental screening and referral for diagnostic assessment when indicated,
 - identifying children's interests and needs,
 - describing the developmental program and learning of children,
 - improving curriculum and adapting teaching practices and the environment,
 - planning program improvement, and
 - communicating with families.

Primary Reference:

NAEYC Assessment of Child Progress Program Standard: 4.A.03

Secondary References:

- NAEYC Assessment of Child Progress Program Standard: 4.A.01 & 4.A.02

NAEYC *Preparing EC Professionals* Standard:

Observing, Documenting and Assessing to Support Young Children and Families: 3c

2. **Competency: Assessments obtain information on all areas of children's development and learning, including cognitive skills, language, social-emotional development, approaches to learning, health, and physical development (including self-help skills).**

Primary Reference:

NAEYC Assessment of Child Progress Program Standard: 4.B.02

Secondary References:

DEC Recommended Practices: Assessment A20

NAEYC *Preparing EC Professionals* Standard:

Observing, Documenting and Assessing to Support Young Children and Families: 3c

3. **Competency: Teachers observe and document children's work, play behaviors, and interactions to assess progress. They use the information gathered to plan and modify the curriculum and their teaching.**

Primary Reference:

NAEYC Assessment of Child Progress Program Standard: 4.D.08

Secondary References:

- DEC Recommended Practices: Child-Focused Practices C14
- NAEYC Assessment of Child Progress Program Standard: 4.D.06 & 4.D.07:

NAEYC *Preparing EC Professionals* Standard:

Observing, Documenting and Assessing to Support Young Children and Families: 3c

B. THEME: DIRECT GUIDANCE TECHNIQUES (Teaching Strategies)

- 1. Competency: Teachers manage behavior and implement classroom rules and expectations in a manner that is consistent and predictable.**

Primary Reference:

NAEYC Teaching Program Standard: 3.B.06

Secondary Reference:

CSEFEL Inventory of Practices #9

NAEYC *Preparing EC Professionals* Standard:

Teaching and Learning: 4b

- 2. Competency: Engages in ongoing monitoring and positive attention: Gives children time and attention when engaging in appropriate behavior; Monitors adults' interactions with children throughout the day.**

Primary Reference:

CSEFEL Inventory of Practices #10

Secondary Reference:

NAEYC Curriculum Program Standard: 2.B.01

NAEYC *Preparing EC Professionals* Standard:

Teaching and Learning: 4b

- 3. Competency: Uses positive feedback and encouragement: Uses positive feedback and encouragement contingent on appropriate behavior; Provides descriptive feedback and encouragement; conveys enthusiasm while giving positive feedback and encouragement; Uses positive feedback and encouragement contingent on child's efforts; Provides non-verbal cues of appreciation; Recognizes that there are individual variations in what forms of acknowledgment are interpreted as positive by children; Involves other adults in acknowledging children; models positive feedback and encouragement frequently.**

Primary Reference:

CSEFEL Inventory of Practices #11

Secondary References:

- DEC Recommended Practices: Child-Focused Practices C16
- NAEYC Relationship Program Standard: 1.B.01 & 1.B.02

NAEYC *Preparing EC Professionals* Standard:

Teaching and Learning: 4b

- 4. Competency: Provides instruction to aid in the development of social skills; Includes social interaction goals on the IEP; Teaches appropriate social skills through lessons and role-playing opportunities; Incorporates cooperative games, lessons, stories, and activities that promote altruistic behavior into planning; Structures activities to encourage and teach sharing; Structures activities to encourage and teach turn taking; Structures activities to encourage and teach requesting and distributing items; Structures activities to encourage and teach working cooperatively.**

Primary Reference:

CSEFEL Inventory of Practices #18

Secondary Reference:

NAEYC Relationship Program Standard: 1.E.03

NAEYC *Preparing EC Professionals* Standard:

Teaching and Learning: 4b

- 5. Competency: Teachers notice patterns in children’s challenging behaviors to provide thoughtful, consistent, and individualized responses.**

Primary Reference:

NAEYC Teaching Program Standard: 3.B.08

NAEYC *Preparing EC Professionals* Standard:

Promoting Child Development and Learning: 1 a, b, d

Teaching and Learning: 4b

- 6. Competency: Giving directions: Gains child’s attention before giving directions; Minimizes the number of directions; Individualizes the way directions are given; Gives clear directions; Gives directions that are positive; Gives children time to respond to directions; Gives children choices and options; follows through with positive acknowledgements of children’s behavior.**

Primary Reference:

CSEFEL Inventory of Practices #8

NAEYC *Preparing EC Professionals* Standard:

Teaching and Learning: 4b

- 7. Competency: Designs activities to promote engagement: Plans and conducts large group activities with specific goals in mind for the children; Varies topics and activities in large group from day to day; Provides opportunities for children to be actively involved in large group activities; Varies speech and intonation to maintain the children's interest; Monitors children's behavior and modifies plans when children lose interest; Plans and conducts small group activities with specific goals in mind for the children; Uses peers as models; Monitors children's behavior and modifies plans when children lose interest; Makes adaptation and modifications to ensure all children are involved in a meaningful way; Uses a variety of ways to teach the expectations of specific activities so all children can understand them.**

Primary Reference:

CSEFEL Inventory of Practices #7

Secondary Reference:

- DEC Recommended Practices: Child-Focused Practices C1, C2
- NAEYC Teaching Program Standard: 3.A.05

NAEYC *Preparing EC Professionals* Standard:

Promoting Child Development and Learning: 1c

- 8. Competency: *Caregivers shall demonstrate the ability to apply their knowledge and understanding of the following, to children within the program setting:***
- Typical and atypical development of 3- to 5-year-old children;***
 - Social and emotional development of children, including children's development of independence and their ability to adapt to their environment and cope with stress;***
 - Cognitive, language, early literacy, and mathematics development of children through activities in the classroom;***
 - Cultural backgrounds of the children in the facility's care by demonstrating cultural competence through interactions with children and families and through program activities.***

To help manage atypical or disruptive behaviors of children, caregivers, in collaboration with parents, shall seek professional consultation from the child's source of routine health care or a mental health professional.

Primary Reference:

CFOC Standard 1.011: Additional Qualifications for Caregivers Serving Children 3-5 Years of Age

NAEYC *Preparing EC Professionals* Standard:

Promoting Child Development and Learning: 1a

C. THEME: INDIRECT GUIDANCE TECHNIQUES (Learning Environment)

- 1. Competency: Physical space and materials are structured and adapted to promote engagement, play, interaction, and learning by attending to children’s preferences and interests, using novelty, using responsive toys, providing adequate amounts of materials and using defined spaces.**

Primary Reference:

DEC Recommended Practices: Child-Focused Practices C1

Secondary References:

- CSEFEL Inventory of Practices #4
- NAEYC Relationship Program Standard: 1.B.08

NAEYC *Preparing EC Professionals* Standard:

Teaching and Learning: 4b

- 2. Competency: Teaching staff support children’s needs for physical movement, sensory stimulation, fresh air, rest, and nourishment.**

Primary Reference:

NAEYC Teaching Standard: 3.A.03

NAEYC *Preparing EC Professionals* Standard:

Promoting Child Development and Learning: 1a

- 3. Competency: The social dimension of the environment is structured and adapted to promote engagement, interaction, communication, and learning by providing peer models, peer proximity, responsive adults, and imitative adults; and by expanding children’s play and behavior.**

Primary Reference:

DEC Recommended Practices: Child-Focused Practices C2

Secondary References:

- NAEYC Relationship Program Standard: 1.B.08
- *CFOC* Standard 2.012 Space and Activity to Support Learning of Infants and Toddlers

NAEYC *Preparing EC Professionals* Standard:

Teaching and Learning: 4b

- 4. Competency: Routines and transitions are structured to promote interaction, communication, and learning by being responsive to child behavior and using naturalistic time delay, interrupted chain procedure, transition-based teaching and visual cue systems.**

Primary Reference:

DEC Recommended Practices: Child-Focused Practices C3

Secondary References:

- CSEFEL Inventory of Practices #5, #6
- NAEYC Teaching Standard: 3.A.05

NAEYC *Preparing EC Professionals* Standard:

Teaching and Learning: 4b

5. Competency: Teachers work to prevent challenging or disruptive behaviors through:

- **environmental design,**
- **schedules that meet the needs and abilities of children,**
- **effective transitions,**
- **engaging activities.**

Primary Reference:

NAEYC Teaching Program Standard: 3.A.05

Secondary References:

- CSEFEL Inventory of Practices #4, #5, #6
- NAEYC Relationship Program Standard: 1.D.03
- DEC Recommended Practices: Child-Focused Practices C1, C2, C3

NAEYC *Preparing EC Professionals* Standard:

Teaching and Learning: 4b

D. THEME: BUILDING A CARING CLASSROOM COMMUNITY

1. Competency: Teaching staff create and maintain a setting in which children of differing abilities can progress, with guidance, toward increasing levels of autonomy, responsibility, and empathy.

Primary Reference:

NAEYC Teaching Program Standard: 3.B.02

Secondary References:

DEC Recommended Practices: Child-Focused Practices C3

NAEYC *Preparing EC Professionals* Standard:

Promoting Child Development and Learning: 1 a, b, c

- 2. Competency: Teachers provide children opportunities to develop the classroom community through participation in decision making about classroom rules, plans, and activities.**

Primary Reference:

NAEYC Relationship Program Standard: 1.D.02

NAEYC Preparing EC Professionals Standard:

Teaching and Learning: 4b

- 3. Competency: Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery.**

Primary Reference:

NAEYC Curriculum Program Standard: 2.B.04

NAEYC Preparing EC Professionals Standard:

Teaching and Learning: 4c

- 4. Competency: Children have varied opportunities to learn to understand, empathize with, and take into account other people's perspectives.**

Primary Reference:

NAEYC Curriculum Program Standard: 2.B.07

NAEYC Preparing EC Professionals Standard:

4 -Teaching and Learning: c

- 5. Competency: Children are provided varied learning opportunities that foster positive identity and an emerging sense of self and others.**

Primary Reference:

NAEYC Curriculum Program Standard: 2.L.01

Secondary Reference:

CFOC Standard 2.061: Health Education Topics (subsection e only)

NAEYC Preparing EC Professionals Standard:

Teaching and Learning: 4c

- 6. Competency: Children are offered opportunities to become a part of the classroom community so that each child feels accepted and gains a sense of belonging.**

Primary Reference:

NAEYC Curriculum Program Standard: 2.L.02

NAEYC *Preparing EC Professionals* Standard:
Teaching and Learning: 4c

- 7. Competency: Teaching staff support children’s development of friendships and provide opportunities for children to play and learn from each other.**

Primary Reference:
NAEYC Relationship Program Standard: 1.C.02

Secondary References:

- CSEFEL Inventory of Practices: Social and Emotional Teaching Strategies #15, #16, #17, #18
- DEC Recommended Practices: Child-Focused Practices C4, C11

NAEYC *Preparing EC Professionals* Standard:
Teaching and Learning: 4d

- 8. Competency: Facilities shall include children with disabilities and other special needs (such as chronic illnesses) and children without disabilities in all activities possible.**

Primary Reference:
CFOC Standard 7.001: Inclusion in All Activities

Secondary References:

- DEC Recommended Practices: Interdisciplinary Models I 15, I 17
- DEC Recommended Practices: Child-Focused Practices C4, C12, C27
- *CFOC* 1.024: Orientation for Care Of Children With Special Health Needs
- CSEFEL Inventory of Practices #15, #16
- NAEYC Teaching Program Standard: 3.A.01

NAEYC *Preparing EC Professionals* Standard:
Promoting Child Development and Learning: 1c

III. Targeted Social Emotional Supports

A. THEME: EMOTIONAL LITERACY

Competency: Teachers help children talk about their own and others' emotions. They provide opportunities for children to explore a wide range of feelings and the different ways that those feelings can be expressed.

Primary Reference:

NAEYC Relationship Program Standard: 1.D.04

Secondary References:

- NAEYC Curriculum Program Standard: 2.B.01
- CSEFEL Inventory of Practices #19, #20
- *CFOC* Standard 2.061: Health Education Topics (subsection d only)

NAEYC Preparing EC Professionals Standard:

Teaching and Learning: 4b

B. THEME: PRO-SOCIAL INTERACTIONS

- 1. Competency: Teaching staff promote pro-social behavior by interacting in a respectful manner with all staff and children. They**
 - **model turn taking and sharing as well as caring behaviors.**
 - **help children negotiate their interactions with one another and with shared materials.**
 - **engage children in the care of their classroom.**
 - **ensure that each child has an opportunity to contribute to the group.**
 - **encourage children to listen to one another.**
 - **encourage and help children to provide comfort when others are sad or distressed.**
 - **use narration and description of ongoing interactions to identify pro-social behaviors.**

Primary Reference:

NAEYC Relationship Program Standard: 1.D.05

Secondary References:

- CSEFEL Inventory of Practices #18
- NAEYC Curriculum Program Standard: 2.B.05
- *CFOC* Standard 2.018 Fostering Cooperation of 3-to 5-Year-Olds

NAEYC Preparing EC Professionals Standard:

Teaching and Learning: 4b

- 2. Competency: Children have varied opportunities to develop skills for entering into social groups, developing friendships, learning to help, and other pro-social behavior.**

Primary Reference:

NAEYC Curriculum Program Standard: 2.B.05

Secondary References:

- CSEFEL Inventory of Practices #15, #16, #17, #18
- DEC Recommended Practices: Child-Focused Practices C2, C4, C11, C23
- NAEYC Relationship Program Standard: 1.C.06

NAEYC *Preparing EC Professionals* Standard:

Teaching and Learning: 4b

- 3. Competency: Establishes and enforces clear rules, limits, and consequences for behavior; Identifies appropriate classroom rules with children; Teaches rules in developmentally appropriate ways; Provides opportunities for children to practice classroom rules; States rules positively and specifically (avoids words "no" and "don't" as much as possible); Keeps rules to manageable number (3-6); Frequently reinforces children for appropriate behavior; Identifies consequences for both following and not following rules; Makes sure all adults in classroom know rules and consequences; Enforces rules and consequences consistently and fairly.**

Primary Reference:

CSEFEL Inventory of Practices #9

Secondary Reference:

NAEYC Relationship Program Standard: 1.C.05

NAEYC *Preparing EC Professionals* Standard:

Teaching and Learning: 4b

- 4. Competency: Capitalizes on the presence of typically developing peers; Utilizes peers as models of desirable social behavior; Encourages peer partners/buddies (i.e. hold hands during transitions, play partner, clean up buddy, etc.); Demonstrates sensitivity to peer preferences and personalities; Shows an understanding of developmental levels of interactions and play skills.**

Primary Reference:

CSEFEL Inventory of Practices #15

Secondary References:

DEC Recommended Practices: Child-Focused Practices C23
NAEYC Curriculum Program Standard: 2.B.05

NAEYC *Preparing EC Professionals* Standard:
Teaching and Learning: 4d

- 5. Competency: Uses prompting and reinforcement of interactions effectively; Provides sincere, enthusiastic feedback to promote and maintain social interactions; Waits until interactions are finished before reinforcing, does not interrupt interactions; Models phrases children can use to initiate and encourage interactions; gives general reminders to “play with your friends”; Facilitates interactions by supporting and suggesting play ideas; Ensures interactions that are mostly child-directed and not teacher-directed during free play.**

Primary Reference:
CSEFEL Inventory of Practices #17

Secondary References:

- DEC Recommended Practices: Child-Focused Practices C2, C21, C22, C23, C24
- NAEYC Curriculum Program Standard: 2.B.01

NAEYC *Preparing EC Professionals* Standard:
Teaching and Learning: 4b

- 6. Competency: Teaching staff support children as they practice social skills and build friendships by helping them enter into, sustain, and enhance play.**

Primary Reference:
NAEYC Relationship Program Standard: 1.C.03

Secondary References:

- CSEFEL Inventory of Practices #15, #16, #17, #18
- DEC Recommended Practices: Child-Focused Practices C4, C21, C23

NAEYC *Preparing EC Professionals* Standard:
Teaching and Learning: 4d

- 7. Competency: Teaching staff assist children in resolving conflicts by helping them identify feelings, describe problems, and try alternative solutions.**

Primary Reference:
NAEYC Relationship Program Standard: 1.C.04

Secondary Reference:
CSEFEL Inventory of Practices #19, #22, #23

NAEYC *Preparing EC Professionals* Standard:
Teaching and Learning: 4d

9. Competency: Teaching staff help children manage their behavior by guiding and supporting children to:

- **persist when frustrated.**
- **play cooperatively with other children.**
- **use language to communicate needs.**
- **learn turn taking.**
- **gain control of physical impulses.**
- **express negative emotions in ways that do not harm others or themselves.**
- **use problem –solving techniques.**
- **learn about self and others.**

Primary Reference:

NAEYC Relationship Program Standard: 1.F.02

Secondary References:

- CSEFEL Inventory of Practices:#14, #15, #16, #17, #18, #19, #20, #22, #23
- *CFOC* Standard 2.061: Health Education Topics (subsections c,d only)

NAEYC *Preparing EC Professionals* Standard:

Teaching and Learning: 4d

IV. Intensive Interventions

A. THEME: FAMILY/PROFESSIONAL PARTNERSHIP

1. **Competency: Teams with family to develop support plans: Invites family to participate in behavior support process from the beginning; Accommodates family schedule; Encourages family to assist in the development of plan; Ensures that the plan addresses family and child care issues.**

Primary Reference:

CSEFEL Inventory of Practices #24

Secondary References:

- DEC Recommended Practices: Interdisciplinary Models I 1
- NAEYC Relationship Program Standard: 1.E.01

NAEYC *Preparing EC Professionals* Standard:

Building Family and Community Relationships: 2c

2. **Competency: Families and professionals assess the presence and extent of atypical child behavior that may be a barrier to intervention and progress**

Primary Reference:

DEC Recommended Practices: Assessment A21

NAEYC *Preparing EC Professionals* Standard:

Observing, Documenting and Assessing to Support Young Children and Families: 3d

3. **Competency: For children with persistent, serious, challenging behavior, teachers, families, and other professionals work as a team to develop and implement an individualized plan that supports the child's inclusion and success.**

Primary Reference:

NAEYC Relationship Program Standard: 1.E.01

Secondary References:

- CSEFEL Inventory of Practices #24
- NAEYC Relationship Program Standard: 1.E.02
- DEC Recommended Practices: Interdisciplinary Models I 1

NAEYC *Preparing EC Professionals* Standard:

Teaching and Learning: 4b

B. THEME: DEVELOPING AND IMPLEMENTING INDIVIDUALIZED INTERVENTIONS

- 1. Competency: For problem behaviors, interventionists assess the behavior in context to identify its function, and then devise interventions that are comprehensive in that they make the behavior irrelevant (child’s environment is modified so that problem behavior is unnecessary or precluded), inefficient (a more efficient replacement behavior is taught), and ineffective (reinforcement and other consequent events are used).**

Primary References:

DEC Recommended Practices: Child-Focused Practices C27

Secondary References:

- CSEFEL Inventory of Practices #26, #27
- NAEYC Relationship Program Standard: 1.E.03
- NAEYC Teaching Program Standard: 3.B.12
- DEC Recommended Practices: Assessment A22

NAEYC *Preparing EC Professionals* Standards:

Observing, Documenting and Assessing to Support Young Children and Families: 3b
Teaching and Learning: 4b

- 2. Competency: Teaching staff respond to a child’s challenging behavior, including physical aggression, in a manner that**
 - **provides for the safety of the child.**
 - **provides for the safety of others in the classroom.**
 - **is calm.**
 - **is respectful to the child.**
 - **provides the child with information on acceptable behavior.**

Primary Reference:

NAEYC Relationship Program Standard: 1.E.04

Secondary References:

- *CFOC* Standard 2.040: Handling Physical Aggression
- CSEFEL Inventory of Practices #27, #28

NAEYC *Preparing EC Professionals* Standard:

Teaching and Learning: 4b

- 3. Competency: Teams use functional assessment: Conducts observations; Completes interviews; Develops hypothesis.**

Primary Reference:

CSEFEL Inventory of Practices #25

Secondary References:

- DEC Recommended Practices: Assessment A22
- DEC Recommended Practices: Child-Focused Practices C27

NAEYC *Preparing EC Professionals* Standard:

Observing, Documenting and Assessing to Support Young Children and Families: 3b

- 4. Competency: Develops and implements behavior support plan: Includes replacement skills; Includes prevention strategies; Includes new responses.**

Primary Reference:

CSEFEL Inventory of Practices #26

Secondary Reference:

NAEYC Relationship Program Standard: 1.E.01, 1.E.02

NAEYC *Preparing EC Professionals* Standard:

Observing, Documenting, and Assessing to Support Young Children and Families: 3 b, c

- 5. Competency: Teaches replacement skills: Replacement skills are taught throughout the day; Replacement skills are taught when challenging behavior is not occurring; Consistently provides positive reinforcement for appropriate behavior.**

Primary Reference:

CSEFEL Inventory of Practices #27

Secondary Reference:

NAEYC Relationship Program Standard: 1.E.03

NAEYC *Preparing EC Professionals* Standard:

Teaching and Learning: 4b

- 6. Competency: Monitors progress: Measures and monitors changes in challenging behavior; Measures and monitors acquisition of replacement skills; Team meets periodically to review child progress, plan implementation, and to develop new support strategies.**

Primary Reference:

CSEFEL Inventory of Practices #28

Secondary References:

DEC Recommended Practices: Child-Focused Practices C27

NAEYC *Preparing EC Professionals* Standard:

Observing, Documenting and Assessing to Support Young Children and Families: 3b

C. THEME: KNOWLEDGE OF RESOURCES

Competency: Child care providers shall be aware of all on-site services, including the following service providers, that may be of use for children in care:

- a) **Special clinics the child may attend, including sessions with medical specialists and registered dieticians;**
- b) **Special therapists for the child (such as occupational, physical, speech, nutrition);**
- c) *Counselors, therapists, or mental health service providers for parents (such as social workers, psychologists, psychiatrists).*

All care providers shall provide written documentation of the services rendered in the primary language of the parent. Information shall be exchanged only with the prior written, informed consent of the parent.

Primary Reference:

CFOC Standard 2.058: On-Site Services for Children with Special Health Needs

NAEYC Preparing EC Professionals Standard:

Observing, Documenting and Assessing to Support Young Children and Families: 3d

RESOURCES

Annotated Bibliography

Caring for our children: National health and safety performance standards: Guidelines for out-of-home child care programs. 2nd ed. Elk Grove Village, IL; Washington, DC; Denver, CO: AAP, APHA, NRC; 2002. Online version available at URL: <http://nrc.uchsc.edu/CFOC/index.html>. American Academy of Pediatrics, American Public Health Association, National Resource Center for Healthy and Safety in Child Care.

The *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs [CFOC]* (2nd ed., 2002) is a set of 707 attainable standards and recommendations that are intended for use by health professionals, trainers, regulators, child care providers, academics and researchers, parents, and others who contribute to the well-being of children. These health and safety practices cover the areas of : (1) staffing; (2) program activities for healthy child development; (3) health promotion and protection; (4) nutrition and food service; (5) facilities, supplies, equipment, and transportation; (6) infectious diseases; (7) children with special health care needs; (8) administration; and (9) licensing and community action *CFOC* is a cooperative product of the American Academy of Pediatrics (AAP), the American Public Health Association (APHA) and the NRC, under sponsorship of the Maternal and Child Health Bureau (MCHB).

Inventory of practices for promoting children's social and emotional competence (May, 2006). [online] 2006 [cited 2007 Sept 6]. Available from URL: www.vanderbilt.edu/csefel. Center on the Social and Emotional Foundations for Early Learning.

The *Inventory of Practices for Promoting Children's Social Emotional Competence* is designed to be used with the **Teaching Pyramid training modules** by individuals and/or teams to identify training needs and plan a course of action to address those needs related to four general areas: (a) building positive relationships, (b) classroom preventative practices (c) social emotional teaching strategies, and (d) individualized intensive interventions. The Inventory encourages individual self-reflection, opportunities for teaming between classroom teachers, mentor coaches, supervisors, site directors, and other administrators, and promotes effective practices for direct service staff. There are two sections to this tool: the inventory of practices and the action plan. The content of the modules and inventory is consistent with evidence-based practices identified through a thorough review of the literature.

DEC Recommended Practices in Early Intervention/Early Childhood Special Education: A Comprehensive Guide for Practical Application. Longmont, CO: Sopris West Publishing. Sandall S, Hemmeter M, Smith B, McLean M. (Eds.) (2005).

DEC is the professional association for early childhood special educators. The beginning of the 1990's DEC began to identify evidenced-based practices that work. These practices in early intervention/early childhood special education result in positive changes in child development in learning, family functioning, and attitudes attributed to services

and supports for children from birth through age five and their families. What has evolved over nearly two decades of work is a set of practices to guide practitioners, parents, and faculty members. The DEC Recommended Practices are based on both scientific evidence and experiential knowledge. They are available in several DEC publications including this comprehensive guide which contains the Recommended Practices, examples of the practices, practical tips for implementation, strategies for program assessment and improvement, checklists for parents and administrators, and an annotated list of relevant resources.

Core Knowledge and Competencies: Promoting Social and Emotional Well Being in Children Birth to Five, Self-Evaluation Checklist. Denver, Colorado: University of Colorado at Denver and Health Sciences Center. Harambe! Early Childhood Mental Health Initiative and the Mental Health Workforce Initiative Task Force (2005).

In Colorado, *Harambe! Colorado*, an early childhood mental health initiative, began work in developing the core knowledge and competencies that early childhood professionals need to promote young children's social and emotional development. The competencies framework provided by *Harambe!* was further developed and refined by a consortium of representatives of eight early childhood mental health, the Early Childhood Mental Health Workforce Initiative, funded by the Temple Hoyne Buell Foundation. The resulting competencies are outlined in *Core Knowledge and Competencies: Promoting Social and Emotional Well Being in Children Birth to Five*.

Early Childhood Program Standards and Accreditation Criteria: The Mark of Quality in Early Childhood Education, 2005. National Association for the Education of Young Children.

The National Association for the Education of Young Children (NAEYC) is the professional association for early childhood educators that work with children birth through age eight. *Early Childhood Program Standards and Accreditation Criteria: The Mark of Quality in Early Childhood Education* provides a guide for early childhood educators in program improvement, birth through Kindergarten, with the emphasis on promoting child outcomes. The ten Early Childhood program standards with criteria are evidence based and valued centered. An early childhood education program that demonstrates the values in combination with evidence based criteria can receive NAEYC accreditation. A ten member Commission working directly with technical resource teams, receiving input from individuals in various aspects of the field and research based findings from field testing developed the standards and criteria.

Preparing Early Childhood Professionals: NAEYC's Standards for Programs, 2003. National Association for the Education of Young Children,.

This resource provides the NAEYC standards and accreditation criteria for higher education programs preparing early childhood professionals in the following areas: Associate, Baccalaureate, Masters, and Doctoral Degree Programs. All levels of standards are aligned with the National Council for Accreditation of recent research on how young children develop and learn. Also included in the text are Council for

Exceptional Children/Division of Early Childhood (CEC/DEC) and the National Board for Professional Teaching Standards (NBPTS).

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APPENDICES

Appendix A

Citations from Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
Inventory of Practices for Promoting Children's Social Emotional Competence

Citations from *Caring for Our Children: National Health and Safety Performance Standards:
Guidelines for Out-of-Home Child Care Programs, 2nd Edition (CFOC)*

Citations from the Division for Early Childhood (DEC) *Recommended Practices in Early
Intervention/Early Childhood Special Education*

Citations from *NAEYC Early Childhood Program Standards and Accreditation Criteria*

Appendix B

Preparing Early Childhood Professionals: NAEYC's Standards for Programs, 2003

**Citations from Center on the Social and Emotional Foundations for Early Learning
(CSEFEL) *Inventory of Practices for Promoting Children's Social Emotional Competence*
(May, 2006)**

1. Develops meaningful relationships with children and families
 - Greets children on arrival; calls by name
 - Communicates with children at eye level
 - Verbally interacts with individual children during routines and activities
 - Participates in children's play when appropriate
 - Shows respect, consideration, warmth to all children
 - Speaks calmly to children
 - Uses a variety of strategies for building relationships with all children
 - Attends to children in positive ways at times when the children are not engaging in challenging behavior
 - Uses a variety of strategies for building relationships with all families
 - Creates a classroom that is a place that children and families like to be (i.e., feel comfortable, welcome, and safe)

2. Examines personal, family, and cultural views of child's challenging behavior
 - Considers personal beliefs regarding the acceptability and unacceptability of specific types of child behavior
 - Considers personal beliefs regarding the causes of specific types of unacceptable child behavior
 - Acknowledges contrasting or conflicting beliefs held by others regarding acceptable and unacceptable types of child behavior

3. Examines own attitudes toward challenging behavior
 - Understands the relationship between children's social emotional development and challenging behaviors
 - Understands that children's challenging behaviors are conveying some type of message
 - Understands there are many things that can be done to prevent challenging behaviors
 - Identifies what behaviors "push my buttons"
 - Develops strategies for dealing with situations when children's behaviors "push my buttons"
 - Works together with a team to problem solve around issues related to challenging behaviors

4. Designs the physical environment
 - Arranges traffic patterns in classroom so there are no wide open spaces
 - Removes obstacles that make it difficult for children with physical disabilities to move around the room
 - Clearly defines boundaries in learning centers
 - Arranges learning centers to allow room for multiple children

- Provides a variety of materials in all learning centers
 - Designs learning centers so that children spend time evenly across centers
 - Considers children's interests when deciding what to put in learning centers
 - Makes changes and additions to learning centers on a regular basis
 - Visually closes learning centers when they are not an option for children to use
5. Develops schedules and routines
- Designs schedule to include a balance of large group and small group activities
 - Designs schedule to minimize the amount of time children spend making transitions between activities
 - Implements schedule consistently
 - Teaches children about the schedule
 - Provides explanations when changes in the schedule are necessary
6. Ensures smooth transitions
- Structures transitions so children do not have to spend excessive time waiting with nothing to do
 - Teaches children the expectations associated with transitions
 - Provides warnings to children prior to transitions
 - Individualizes the warnings prior to transitions
9. Establishes and enforces clear rules, limits, and consequences for behavior
- Identifies appropriate classroom rules with children
 - Teaches rules in developmentally appropriate ways
 - Provides opportunities for children to practice classroom rules
 - States rules positively and specifically (avoids words "no" and "don't" as much as possible)
 - Keeps rules to manageable number (3-6)
 - Frequently reinforces children for appropriate behavior
 - Identifies consequences for both following and not following rules
 - Makes sure all adults in classroom know rules and consequences
 - Enforces rules
10. Engages in ongoing monitoring and positive attention
- Gives children time and attention when engaging in appropriate behavior
 - Monitors adults' interactions with children throughout the day
12. Interacts with children to develop their self-esteem
- Demonstrates active listening with children
 - Avoids judgmental statements
 - Responds to children's ideas
 - Recognizes children's efforts
 - Shows empathy and acceptance of children's feelings
13. Shows sensitivity to individual children's needs

- Respects and accommodates individual needs, personalities, and characteristics
 - Adapts and adjusts accordingly (instruction, curriculum, materials, etc.)
 - Conveys acceptance of individual differences (culture, gender, sensory needs, language, abilities) through planning, material selection, and discussion of topics
14. Encourages autonomy
- Provides children with opportunities to make choices
 - Allows children time to respond and/or complete task independently before offering assistance
 - Creates opportunities for decision making, problem solving, and working together
 - Teaches children strategies for self-regulating and/or self-monitoring behaviors
15. Capitalizes on the presence of typically developing peers
- Utilizes peers as models of desirable social behavior
 - Encourages peer partners/buddies (i.e., hold hands during transitions, play partner, clean-up buddy, etc.)
 - Demonstrates sensitivity to peer preferences and personalities
 - Shows an understanding of developmental levels of interactions and play skills
16. Utilizes effective environmental arrangements to encourage social interactions
- Considers peer placement during classroom activities
 - Effectively selects, arranges, and utilizes materials that promote interactions (high interest, novel, culturally meaningful)
 - Effectively selects, arranges, and implements activities that promote interactions (high interest, novel, culturally meaningful)
 - Develops interaction opportunities within classroom routines (i.e., table captain, clean-up partner, snack set-up, etc.)
17. Uses prompting and reinforcement of interactions effectively
- Provides sincere, enthusiastic feedback to promote and maintain social interactions
 - Waits until interactions are finished before reinforcing; does not interrupt interactions
 - Models phrases children can use to initiate and encourage interactions
 - Gives general reminders to "play with your friends"
 - Facilitates interactions by supporting and suggesting play ideas
 - Ensures that interactions are mostly child-directed not teacher-directed during free play
18. Provides instruction to aid in the development of social skills
- Includes social interaction goals on the IEP
 - Teaches appropriate social skills through lessons and role-playing opportunities
 - Incorporates cooperative games, lessons, stories, and activities that promote altruistic behavior into planning
 - Structures activities to encourage and teach sharing
 - Structures activities to encourage and teach turn taking

- Structures activities to encourage and teach requesting and distributing items
 - Structures activities to encourage and teach working cooperatively
19. Promotes identification and labeling of emotions in self and others
- Uses photographs, pictures, and posters that portray people in various emotional states
 - Uses validation, acknowledgment, mirroring back, labeling feelings, voice tones, or gestures to show an understanding of children's feelings
 - Assists children in recognizing and understanding how a classmate might be feeling by pointing out facial expressions, voice tone, body language, or words
 - Uses real-life situations to practice problem solving, beginning with defining the problem and emotions involved
20. Explores the nature of feelings and the appropriate ways they can be expressed
- Teaches that all emotions are okay, but not all expressions are okay
 - Labels own emotional states and provides an action statement (e.g., I am feeling frustrated so I better take some deep breaths and calm down)
 - Uses opportunities to comment on occasions when children state they are feeling upset or angry but are remaining calm
21. Models appropriate expressions and labeling of their own emotions and self-regulation throughout the course of the day
- Labels positive feelings
 - Labels negative feelings paired with actions to regulate
22. Creates a planned approach for problem solving processes within the classroom
- Individualizes the planned approach to the appropriate level of the child
 - Systematically teaches the problem solving steps:
 - a. What is my problem?
 - b. What are some solutions?
 - c. What would happen next?
 - d. Try out the solution.
 - "Problematizes" situations throughout the day to allow children opportunities to generate solutions
 - Takes time to support children through the problem solving process during heated moments
 - Comments on and reinforces children's problem solving efforts
23. Promotes children's individualized emotional regulation that will enhance positive social interactions within the classroom
- Helps children recognize cues of emotional escalation
 - Helps children identify appropriate choices
 - Helps children try solutions until the situation is appropriately resolved
 - Displays photographs of children working out situations
24. Teams with family to develop support plans

- Invites family to participate in behavior support process from the beginning
 - Accommodates family schedule
 - Encourages family to assist in the development of plan
 - Ensures that the plan addresses family and child care issues
25. Teams use functional assessment
- Conducts observations
 - Completes interviews
 - Develops hypothesis
26. Develops and implements behavior support plan
- Includes replacement skills
 - Includes prevention strategies
 - Includes new responses
27. Teaches replacement skills
- Replacement skills are taught throughout the day
 - Replacement skills are taught when challenging behavior is not occurring
 - Consistently provides positive reinforcement for appropriate behavior
28. Monitors progress
- Measures and monitors changes in challenging behavior
 - Measures and monitors acquisition of replacement skills
 - Team meets periodically to review child progress, plan implementation, and to develop new support strategies

Citations from *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs, 2nd Edition (CFOC)*

STANDARD 1.011

ADDITIONAL QUALIFICATIONS FOR CAREGIVERS SERVING CHILDREN 3 TO 5 YEARS OF AGE

Caregivers shall demonstrate the ability to apply their knowledge and understanding of the following, to children within the program setting:

- a) Typical and atypical development of 3- to 5-year-old children;
- b) Social and emotional development of children, including children's development of independence and their ability to adapt to their environment and cope with stress;
- c) Cognitive, language, early literacy, and mathematics development of children through activities in the classroom;
- d) Cultural backgrounds of the children in the facility's care by demonstrating cultural competence through interactions with children and families and through program activities.

To help manage atypical or disruptive behaviors of children, caregivers, in collaboration with parents, shall seek professional consultation from the child's source of routine health care or a mental health professional.

STANDARD 1.024

ORIENTATION FOR CARE OF CHILDREN WITH SPECIAL HEALTH NEEDS

When a child care facility enrolls a child with special needs, the facility shall ensure that staff members have been oriented in understanding that child's special needs and ways of working with that child in a group setting.

Caregivers in small family child care homes, who care for a child with special needs, shall meet with the parents and a health care worker involved with the child (if the parent has provided prior, informed, written consent) about the child's special needs and how these needs may affect his/her developmental progression or play with other children.

In addition to Orientation Training, [STANDARD 1.023](#), the staff in child care facilities shall have orientation training based on the special needs of children in their care. This training may include, but is not limited to, the following topics:

- a) Positioning for feeding and handling techniques of children with physical disabilities;
- b) Proper use and care of the individual child's adaptive equipment, including how to recognize defective equipment and to notify parents that repairs are needed;
- c) How different disabilities affect the child's ability to participate in group activities;
- d) Methods of helping the child with special needs to participate in the facility's programs;
- e) Role modeling, peer socialization, and interaction;
- f) Behavior modification techniques, positive rewards for children, promotion of self-esteem, and other techniques for managing difficult behavior;
- g) Grouping of children by skill levels, taking into account the child's age and developmental level;
- h) Intervention for children with special health care problems;
- i) Communication needs.

STANDARD 2.004

HELPING FAMILIES COPE WITH SEPARATION

The staff of the facility shall help the child and parents cope with the experience of separation and loss.

For the child, this shall be accomplished by:

- a) Encouraging parents to spend time in the facility with the child;
- b) Enabling the child to bring to child care tangible reminders of home/family (such as a favorite toy or a picture of self and parent);
- c) Helping the child to play out themes of separation and reunion;
- d) Frequently exchanging information between the child's parents and caregivers, including activities and routine care information;
- e) Reassuring the child about the parent's return;
- f) Ensuring that the caregiver(s) are consistent both within the parts of a day and across days.

For the parents, this shall be accomplished by:

- a) Validating their feelings as a universal human experience;
- b) Providing parents with information about the positive effects for children of high quality facilities with strong parent participation;
- c) Encouraging parents to discuss their feelings;
- d) Providing parents with evidence, such as photographs, that their child is being cared for and is enjoying the activities of the facility.

STANDARD 2.007

DIVERSITY IN ENROLLMENT AND CURRICULUM

Facilities shall work to increase understanding of cultural, ethnic, and other differences by enrolling children who reflect the cultural and ethnic diversity of the community and by providing cultural curricula that engages children and teaches multicultural learning activities.

STANDARD 2.008

VERBAL INTERACTION

The child care facility shall assure that each child has at least one speaking adult person who engages the child in verbal exchanges linked to daily events and experiences. To encourage the development of language, the caregiver shall demonstrate skillful verbal communication and interaction with the child.

- For infants, these interactions shall include
 - responses to, and encouragement of, soft infant sounds, as well as naming of objects by the caregiver.
- For toddlers, the interactions shall include naming of objects and actions and supporting, but not forcing, the child to do the same.
- For preschool and school-age children, interactions shall include respectful listening and responses to what the child has to say, amplifying and clarifying the child's intent.

STANDARD 2.010

PERSONAL CAREGIVER RELATIONSHIPS FOR INFANTS AND TODDLERS

Opportunities shall be provided for each child to develop a personal and affectionate relationship with, and attachment to, that child's parents and one or a small number of caregivers whose care for and responsiveness to the child ensure relief of distress, experiences of comfort and stimulation, and satisfaction of the need for a personal relationship. The facility shall limit the number of caregivers who interact with any one infant to no more than three caregivers in a given day and no more than five caregivers across the period that the child is an infant in child care. The caregivers shall:

- a) Hold and comfort children who are upset;
- b) Engage in social interchanges such as smiling, talking, touching, singing, and eating;
- c) Be play partners as well as protectors;
- d) Attune to children's feelings and reflect them back.

STANDARD 2.012

SPACE AND ACTIVITY TO SUPPORT LEARNING OF INFANTS AND TODDLERS

The facility shall provide a safe and clean space, both indoors and outdoors, and colorful material and equipment arranged to support learning. The facility shall provide opportunities for the child to act upon the environment by experiencing age-appropriate obstacles, frustrations, and risks in order to learn to manage inner feelings and resources, as well as the occurrences and demands of the outer world. The facility shall provide opportunities for play that:

- Lessen the child's anxiety and help the child adapt to reality and resolve conflicts;
- Enable the child to explore the real world;
- Help the child practice resolving conflicts;
- Use symbols (words, numbers, and letters);
- Manipulate objects;
- Exercise physical skills;
- Encourage language development;
- Foster self-expression;
- Strengthen the child's identity as a member of a family and a cultural community.

STANDARD 2.018

FOSTERING COOPERATION OF 3- TO 5-YEAR-OLDS

Facilities shall foster a cooperative rather than a competitive atmosphere.

STANDARD 2.019

FOSTERING LANGUAGE DEVELOPMENT OF 3- TO 5-YEAR-OLDS

The facility shall be rich in first-hand experiences that offer opportunities for language development. Facilities shall also have an abundance of books of fantasy, fiction, and nonfiction, and provide chances for the children to relate stories. Care-givers shall foster language development by:

- a) Speaking with children rather than at them;
- b) Encouraging children to talk with each other by helping them to listen and respond;
- c) Giving children models of verbal expression;
- d) Reading books about the child's culture and history, which would serve to help the child develop a sense of self;
- e) Listening respectfully when children speak.

STANDARD 2.040

HANDLING PHYSICAL AGGRESSION

The facility shall use the teaching method described in Standard 2.039 immediately when it is important to show that aggressive physical behavior toward staff members or children is unacceptable. Caregivers shall intervene immediately when children become physically aggressive.

STANDARD 2.044

MUTUAL RESPONSIBILITY OF PARENTS AND STAFF

There shall be a reciprocal responsibility of the family and child care staff to observe, participate, and be trained in the care that each child requires.

All aspects of child care programs shall be designed to facilitate parental input and involvement. Involved, non-custodial parents shall have access to the same developmental and behavioral information

given to the custodial parent, if they have joint legal custody, permission by court order, or written consent from the custodial parent.

Caregivers shall informally share with parents daily information about their child's needs and activities.

STANDARD 2.054

PARENTS' INFORMATION ON THEIR CHILD'S HEALTH AND BEHAVIOR

The facility shall ask parents for information regarding the child's health and behavioral status upon registration or if there has been an extended gap in the child's attendance at the facility.

STANDARD 2.056

COMMUNITY HUMAN SERVICE RESOURCES INFORMATION

The facility shall make available to parents and staff information about human service resources in the community.

STANDARD 2.061

HEALTH EDUCATION TOPICS

Health education for children and staff shall include physical, oral, mental/emotional, nutritional, and social health and shall be integrated daily in the program of activities, to include such topics as:

- a) Body awareness;
- b) Families (including cultural heritage);
- c) Personal/social skills;
- d) Expression of feelings;
- e) Self-esteem;
- f) Nutrition;
- g) Personal hygiene;
- h) Safety (such as home, vehicular care seats and belts, playground, bicycle, fire, and firearms);
- i) Conflict management and violence prevention;
- j) First aid;
- k) Physical health;
- l) Handwashing;
- m) Awareness of special needs;
- n) Importance of rest and sleep;
- o) Fitness;
- p) Oral health;
- q) Health risks of secondhand smoke;
- r) Taking medications;
- s) Dialing 911 for emergencies.

STANDARD 2.063

STAFF MODELING OF HEALTHY BEHAVIOR

The facility shall require all staff members to model healthy behaviors and attitudes in their contact with children in the facility, including eating nutritious foods, complying with no tobacco use policies, and handwashing protocols.

Citations from Division for Early Childhood (DEC) *Recommended Practices in Early Intervention/Early Childhood Special Education*

DEC Recommended Practices: Assessment

- A20.** Professionals assess the child's strengths and needs across all developmental and behavioral dimensions.
- A22.** Professionals use functional analysis of behavior to assess the form and function of challenging behaviors.

DEC Recommended Practices: Child-Focused Practices

- C1.** Physical space and materials are structured and adapted to promote engagement, play, interaction, and learning by attending to children's preferences and interests, using novelty, using responsive toys, providing adequate amounts of materials, and using defined spaces.
- C2.** The social dimension of the environment is structured and adapted to promote engagement, interaction, communication, and learning by providing peer models, peer proximity, responsive adults, and imitative adults; and by expanding children's play and behavior.
- C3.** Routines and transitions are structured to promote interaction, communication, and learning by being responsive to child behavior and using naturalistic time delay, interrupted chain procedure, transition-based teaching, and visual cue systems.
- C4.** Play routines are structured to promote interaction, communication, and learning by defining roles for dramatic play, prompting engagement, prompting group friendship activities, and using specialized props.
- C9.** Services are provided in natural learning environments as appropriate. These include places in which typical children participate such as the home or community settings.
- C11.** Environments are provided that foster positive relationships, including peer-peer, parent/caregiver-child, and parent-caregiver relationships.
- C12.** Practices are individualized for each child based on: (a) the child's current behavior and abilities across relevant domains instead of the child's diagnostic classification; (b) the family's views of what the child needs to learn; (c) interventionists' and specialists' views of what the child needs to learn; and (d) the demands, expectations, and requirements of the child's current environments. The practices as well as goals are individualized.
- C14.** Data-based decisions are used to make modifications in the practices. Child performance is monitored and data are collected to determine the impact of the practices on the child's progress, and monitoring must be feasible and useful within the child's environments (i.e.,

ongoing monitoring must be user friendly) and is used to make modifications of intervention if needed.

- C16.** Children's behavior is recognized, interpreted in context, and responded to contingently, and opportunities are provided for expansion or elaboration of child behavior by imitating the behavior, waiting for the child's responses, modeling, and prompting.
- C21.** Consequences for children's behavior are structured to increase the complexity and duration of children's play, engagement, appropriate behavior, and learning by using differential reinforcement, response shaping, high-probability procedures (i.e., behavioral momentum), and correspondence training.
- C22.** Systematic naturalistic teaching procedures such as models, expansions, incidental teaching, mand-model procedure, and naturalistic time delay are used to promote acquisition and use of communication and social skills.
- C23.** Peer-mediated strategies are used to promote social and communicative behavior.
- C24.** Prompting and prompt fading procedures (e.g., modeling, graduated guidance, increasing assistance, time delay) are used to ensure acquisition and use of communicative, self-care, cognitive, and social skills.
- C27.** For problem behaviors, interventionists assess the behavior in context to identify its function, and then devise interventions that are comprehensive in that they make the behavior irrelevant (child's environment is modified so that problem behavior is unnecessary or precluded), inefficient (a more efficient replacement behavior is taught), and ineffective (i.e., reinforcement and other consequent events are used).

DEC Recommended Practices: Family Based Practices

- F1.** Family members and professionals jointly develop appropriate family-identified outcomes.
- F2.** Family members and professionals work together and share information routinely and collaboratively to achieve family-identified outcomes.
- F3.** Professionals fully and appropriately provide relevant information so parents can make informed choices and decisions.
- F4.** Professionals use helping styles that promote shared family/professional responsibility in achieving family-identified outcomes.
- F5.** Family/professionals' relationship building is accomplished in ways that are responsive to cultural, language, and other family characteristics.
- F7.** Practices, supports, and resources support family participation in obtaining desired resources and supports to strengthen parenting competence and confidence.

- F11.** Resources and supports are provided in ways that are flexible, individualized, and tailored to the child's and family's preferences and styles, and promote well-being.
- F12.** Resources and supports match each family member's identified priorities and preferences (e.g., mother's and father's priorities and preferences may be different).
- F13.** Practices, supports, and resources are responsive to the cultural, ethnic, racial, language, and socioeconomic characteristics and preferences of families and their communities.
- F14.** Practices, supports, and resources incorporate family beliefs and values into decisions, intervention plans, and resources and support mobilization.

DEC Recommended Practices: Interdisciplinary Models

- I1.** Families and professionals, including regular caregivers, work as team members in planning, delivering, and evaluating EI/ECSE services.
- I2.** All team members participate in the IEP/IFSP process.
- I7.** Team members engage in role release (i.e., help others learn each other's skills) and role acceptance (i.e., are prepared to learn others' skills).
- I15.** Team members use the most normalized and least intrusive intervention strategies available that result in desired function.
- I17.** Team members plan to provide services and conduct interventions in natural learning environments.

Citations from NAEYC Early Childhood Program Standards and Accreditation Criteria

STANDARD 1: RELATIONSHIPS

1.A. Building Positive Relationships among Teachers and Families

- 1.A.01 Teachers work in partnership with families, establishing and maintaining regular, ongoing, two-way communication.
- 1.A.02 Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.
- 1.A.03 Teachers communicate with family members on an ongoing basis to learn about children's individual needs and ensure a smooth transition between home and program.
- 1.A.05 Teachers share information with families about classroom rules, expectations, and routines not only at enrollment but also as needed throughout the year.

1.B. Building Positive Relationships between Teachers and Children

- 1.B.01 Teaching staff foster children's emotional well-being by demonstrating respect for children and creating a positive emotional climate as reflected in behaviors such as frequent social conversations, joint laughter, and affection.
- 1.B.02 Teaching staff express warmth through behaviors such as physical affection, eye contact, tone of voice, and smiles.
- 1.B.03 Teaching staff are consistent and predictable in their physical and emotional care of all children.
- 1.B.04 Teaching staff encourage and recognize children's work and accomplishments.
- 1.B.05 Teaching staff function as secure bases for children. They respond promptly in developmentally appropriate ways to children's positive initiations, negative emotions, and feelings of hurt and fear by providing comfort, support, and assistance.
- 1.B.06 Teaching staff encourage children's appropriate expressions of emotions, both positive (e.g., joy, pleasure, excitement) and negative (e.g., anger, frustration, sadness).
- 1.B.07 Teaching staff evaluate and change their responses based on individual needs. Teaching staff vary their interactions to be sensitive and responsive to differing abilities, temperaments, activity levels, and cognitive and social development.
- 1.B.08 Teaching staff support children's competent and self-reliant exploration and use of classroom materials.

- 1.B.11 Teaching staff engage infants in frequent face-to-face social interactions each day. These include both verbal behaviors (e.g., talking, cooing, repeating infant sounds, singing) and nonverbal behaviors (e.g., smiling, touching, holding).
- 1.B.12 Teaching staff give one-to-one attention to infants when engaging in caregiving routines.
- 1.B.13 Teaching staff adjust their interactions to infants' and toddlers'/twos' various states and levels of arousal.
- 1.B.14 Teaching staff quickly respond to infants' and toddlers'/twos' cries or other signs of distress by providing physical comfort and needed care. Teaching staff are sensitive to infants' and toddlers'/twos' various signals and learn to read their individual cues.
- 1.B.15 Teaching staff talk frequently with children and listen to children with attention and respect. They
- respond to children's questions and requests.
 - use strategies to communicate effectively and build relationships with every child.
 - engage regularly in meaningful and extended conversations with each child.

1.C. Helping Children Make Friends

- 1.C.01 Teaching staff facilitate an infant's social interaction when he or she is interested in looking at, touching, or vocalizing to others.
- 1.C.02 Teaching staff support children's development of friendships and provide opportunities for children to play with and learn from each other.
- 1.C.03 Teaching staff support children as they practice social skills and build friendships by helping them enter into, sustain, and enhance play.
- 1.C.04 Teaching staff assist children in resolving conflicts by helping them identify feelings, describe problems, and try alternative solutions.
- 1.C.05 Teaching staff guide children who bully, isolate, or hurt other children to learn and follow the rules of the classroom.
- 1.C.06 Teaching staff facilitate positive peer interaction for children who are socially reserved or withdrawn and for those who are bullied or excluded.

1.D. Creating a Predictable, Consistent, and Harmonious Classroom

- 1.D.02 Teachers provide children opportunities to develop the classroom community through participation in decision making about classroom rules, plans, and activities.
- 1.D.03 Teaching staff anticipate and take steps to prevent potential behavior problems.

1.D.04 Teachers help children talk about their own and others' emotions. They provide opportunities for children to explore a wide range of feelings and the different ways that those feelings can be expressed.

1.D.05 Teaching staff promote pro-social behavior by interacting in a respectful manner with all staff and children. They

- model turn taking and sharing as well as caring behaviors.
- help children negotiate their interactions with one another and with shared materials.
- engage children in the care of their classroom.
- ensure that each child has an opportunity to contribute to the group.
- encourage children to listen to one another.
- encourage and help children to provide comfort when others are sad or distressed.
- use narration and description of ongoing interactions to identify pro-social behaviors.

1.E. Addressing Challenging Behaviors

1.E.01 For children with persistent, serious, challenging behavior, teachers, families, and other professionals work as a team to develop and implement an individualized plan that supports the child's inclusion and success.

1.E.02 Teachers observe children who have challenging behavior. They identify events, activities, interactions, and other contextual factors that predict challenging behavior and may contribute to the child's use of challenging behavior.

1.E.03 Rather than focus solely on reducing the challenging behavior, teachers focus on

- teaching the child social, communication, and emotional regulation skills and
- using environmental modifications, activity modifications, adult or peer support, and other teaching strategies to support the child's appropriate behavior.

1.E.04 Teaching staff respond to a child's challenging behavior, including physical aggression, in a manner that

- provides for the safety of the child.
- provides for the safety of others in the classroom.
- is calm.
- is respectful to the child.
- provides the child with information on acceptable behavior.

1.F. Promoting Self-Regulation

1.F.01 Teaching staff actively teach children social, communication, and emotional regulation skills.

1.F.02 Teaching staff help children manage their behavior by guiding and supporting children to:

- persist when frustrated.

- play cooperatively with other children.
- use language to communicate needs.
- learn turn taking.
- gain control of physical impulses.
- express negative emotions in ways that do not harm others or themselves.
- use problem –solving techniques.
- learn about self and others.

STANDARD 2: CURRICULUM

2.B. Areas of Development: Social-Emotional Development:

- 2.B.01 Children have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.
- 2.B.02 Children have varied opportunities to recognize and name their own and others’ feelings.
- 2.B.03 Children have varied opportunities to learn the skills needed to regulate their emotions, behavior, and attention.
- 2.B.04 Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery.
- 2.B.05 Children have varied opportunities to develop skills for entering into social groups, developing friendships, learning to help, and other pro-social behavior.
- 2.B.06 Children have varied opportunities to interact positively, respectfully, and cooperatively with others; learn from and with one another; and resolve conflicts in constructive ways.
- 2.B.07 Children have varied opportunities to learn to understand, empathize with, and take into account other people’s perspectives.

2.L. Curriculum Content Area for Cognitive Development: Social Studies

- 2.L.01 Children are provided varied learning opportunities that foster positive identity and an emerging sense of self and others.
- 2.L.02 Children are offered opportunities to become a part of the classroom community so that each child feels accepted and gains a sense of belonging.
- 2.L.04 Children are provided opportunities and materials to explore social roles in the family and workplace through play.

2.L.06 Children have varied opportunities to engage in discussions about fairness, friendship, responsibility, authority, and differences.

2.L.09 Children are provided varied opportunities and materials that allow them to contribute to the well-being of their classroom and the community, including care for the social and physical environments in which they live.

STANDARD 3: TEACHING

3.A. Designing Enriched Learning Environments

3.A.01 Teaching staff, program staff, or both **work as a team** to implement daily teaching and learning activities, including Individualized Family Service Plans (IFSPs), Individualized Education Programs (IEPs), and other individual plans as needed.

3.A.03 Teaching staff support children's needs for physical movement, sensory stimulation, fresh air, rest, and nourishment.

3.A.05 Teachers work to prevent challenging or disruptive behaviors through:

- environmental design.
- schedules that meet the needs and abilities of children.
- effective transitions.
- engaging activities.

3.B. Creating Caring Communities for Learning

3.B.01 Teaching staff's daily interactions demonstrate their knowledge of:

- the children they teach.
- the children's families.
- the social, linguistic, and cultural context in which the children live.

3.B.02 Teaching staff create and maintain a setting in which children of differing abilities can progress, with guidance, toward increasing levels of autonomy, responsibility, and empathy.

3.B.03 Teaching staff develop individual relationships with children by providing care that is responsive attentive, consistent, comforting, supportive, and culturally sensitive.

3.B.05 Teachers help individual children learn socially appropriate behavior by providing guidance that is consistent with the child's level of development.

3.B.06 Teachers manage behavior and implement classroom rules and expectations in a manner that is consistent and predictable.

- 3.B.07 Teachers' responses to challenging, unpredictable, or unusual behavior are informed by their knowledge of children's home and classroom life.
- 3.B.08 Teachers notice patterns in children's challenging behaviors to provide thoughtful, consistent, and individualized responses.
- 3.B.11 Teaching staff create a climate of mutual respect for children by being interested in their ideas, experiences, and products.
- 3.B.12 Teachers address challenging behavior by
- assessing the function of the child's behavior.
 - convening families and professionals to develop individualized plans to address behavior.
 - using positive behavior support strategies.

STANDARD 4: ASSESSMENT OF CHILD PROGRESS

4.A. Creating an Assessment Plan

- 4.A.01: Programs conduct assessments as an integral part of the program. Programs use assessments to support children's learning, using a variety of methods such as observations, checklists, rating scales, and individually administered tests.
- 4.A.02: The program has a written plan for assessment that describes assessment purposes, procedures, and uses of the results. The plan also includes:
- conditions under which children will be assessed,
 - timelines associated with assessments that occur throughout the year,
 - procedures to keep individual child records confidential,
 - ways to involve families in planning and implementing assessments,
 - methods to effectively communicate assessment information to families.
- 4.A.03: The program's written assessment plan includes the multiple purposes and uses of assessment including:
- arranging for developmental screening and referral for diagnostic assessment when indicated,
 - identifying children's interests and needs,
 - describing the developmental progress and learning of children,
 - improving curriculum and adapting teaching practices and the environment,
 - planning program improvement, and
 - communicating with families.

4.B. Using Appropriate Assessment Methods

4.B.02 Assessment obtain information on all areas of children’s development and learning, including cognitive skills, language, social-emotional development, approaches to learning, health and physical development (including self-help skills).

4.D. Adapting Curriculum, Individualizing Teaching, and Informing Program Development

4.D.05 Teachers talk and interact with infants to assess and encourage use of language (e.g., smiles, sounds, eye contact, and cooing).

4.D.06 Teachers observe infants to assess development and use these observations to modify the curriculum, interactions, and care.

4.D.07 Teachers talk and interact with individual children and encourage their use of language to inform assessment of children’s strengths, interests, and needs.

4.D.08 Teachers observe and document children’s work, play behaviors, and interactions to assess progress. They use the information gathered to plan and modify the curriculum and their teaching.

STANDARD 7: FAMILIES

7.A. Knowing and Understanding the Program’s Families

7.A.01: As part of orientation and ongoing staff development, new and existing program staff develop skills and knowledge to work effectively with diverse families.

7.A.02: Program staff use a variety of formal and informal strategies (including conversations) to become acquainted with and learn from families about their family structure; their preferred child-rearing practices; and information families wish to share about their socioeconomic, linguistic, racial, religious, and cultural backgrounds.

7.A.04 To better understand the cultural backgrounds of children, families, and the community, program staff (as a part of program activities or as individuals) participate in community cultural events, concerts, storytelling activities, or other events and performances designed for children and their families. (This criterion is an emerging practice.)

APPENDIX B

Preparing Early Childhood Professionals: NAEYC's Standards for Programs, 2003

Standard 1: Promoting Child Development and Learning

- 1.a. Knowing and understanding young children's characteristics and needs.
- 1.b. Knowing and understanding the multiple influences on development and learning.
- 1.c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

Standard 2: Building Family and Community Relationship

- 2.a. Knowing about and understanding family and community characteristics.
- 2.b. Supporting and empowering families and communities through respectful, reciprocal relationship.
- 2.c. Involving families and communities in their children's development and learning.

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

- 3.a. Understanding the goals, benefits, and uses of assessment.
- 3.b. Knowing about and using observation, documentation and other appropriate assessment tools and approaches.
- 3.c. Understanding and practicing responsible assessment.
- 3.d. Knowing about assessment partnerships with families and other professionals.

Standard 4: Teaching and Learning

- 4.a. Knowing, understanding, and using positive relationships and supportive interactions.
- 4.b. Knowing, understanding, and using effective approaches, strategies, and tools for early education.
- 4.c. Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.
- 4.d. Using own knowledge and other resources to design implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.

Standard 5: Becoming a Professional

- 5.a. Identifying and involving oneself with the early childhood field.
- 5.b. Knowing about and upholding ethical standards and other professional guidelines.
- 5.c. Engaging in continuous, collaborative learning to inform practice.
- 5.d. Integrating knowledgeable, reflective, and critical perspectives on early education.
- 5.e. Engaging in informed advocacy for children and the profession.