

Further Explanations

Collaborative goal setting – deciding on goals together through a process that may include identifying needs, prioritizing, listening, observation, assessing, and evaluating data.

Culturally competent – a defined set of values and principles, and demonstrated behaviors, attitudes, policies and structures that enable an individual to work effectively cross-culturally, value and adapt to diversity. Further information can be found at the [National Center for Cultural Competence](#).

Early Learning Guidelines - the guidelines are intended to assist early childhood caregivers/teachers and other adults with information about supporting the learning and development of young children. The guidelines and additional information can be found online at <http://ectc.nde.ne.gov/ELG/elg.htm>

Environment Rating Scales – the scales are designed to assess process quality in an early childhood or school age care group. There are four environment rating scales: Early Childhood Environment Rating Scale (ECERS), Infant/ Toddler Rating Scale (ITERS), Family Child Care Environment Rating Scale (FCCERS), School Age Care Environment Rating Scale (SACERS) Further information can be found at <http://www.fpg.unc.edu/~ecers/>

Functional activities – routine everyday living activities.

Learner focused approach – attention is to the recipient of the knowledge, their learning style and situation rather than a content approach.

Linguistic competence – capacity to communicate effectively, and convey information in a manner that is easily understood by diverse audiences including persons of limited English proficiency, those who have low literacy skills or are not literate, and individuals with disabilities. Further information can be found at the [National Center for Cultural Competence](#).

NAA – the National After School Association mission is to be the leading voice of the afterschool profession dedicated to the development, education and care of children and youth during their out-of-school hours. Additional information is available at <http://www.naaweb.org/>

NAEYC – National Association for the Education of Young Children is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8. It is a membership organization. Further information can be found at the [National Association for the Education of Young Children](#).

NAFCC – National Association for Family Child Care promotes high quality care in family child care homes. It is a membership organization. Further information is available online at <http://www.nafcc.org/include/default.asp>

Natural learning environment - experiences and opportunities afforded developing children as part of daily living, child and family routines, family rituals, and family and community celebrations and traditions" (Dunst, Hamby, Trivette, Raab, Bruder, 2000). Further information can be found at the [National Early Childhood Technical Assistance Center](#).

Systemic Coaching- assesses human relationship dynamics to help people change dysfunctional or unhealthy aspects of human relationship systems. It postulates that if one representative of a human system can recognize and change dysfunctional patterns, other members of that human system can also change. The work of [Murray Bowen](#), an American [family therapist](#), and [Martyn Carruthers](#), a Canadian relationship researcher, reflect this. **Systemic therapy** is a [school of psychology](#) which seeks to address people not on an individual level, as had been the focus of earlier forms of therapy, but as people in relationship, dealing with the interactions of groups and their interactional patterns and dynamics. Systemic therapy has its roots in [family therapy](#), or more precisely [family systems therapy](#) as it later came to be known. In particular, systemic therapy traces its roots to the Milan school of [Mara Selvini Palazzoli](#), but also derives from the work of [Salvador Minuchin](#), [Ivan Boszormenyi-Nagy](#), as well as [Virginia Satir](#) and [Jay Haley](#) from [MRI in Palo Alto](#). These early schools of family therapy represented therapeutic adaptations of the larger interdisciplinary field of [systems theory](#) which first originated in the fields of biology and physiology. http://en.wikipedia.org/wiki/Systemic_therapy

Teaching Pyramid Model – promoting social emotional competence in young children through use of the strategies of: an effective workforce, building relationships, creating a positive environment, teaching children social behaviors, and providing intensive intervention when appropriate. Further information can be found at [The Center on the Social and Emotional Foundations for Early Learning](#).