



INTRODUCTION to ORIENTATION

Setting the foundation for quality care

Recommended Practices

The orientation curriculum was developed by the Cabinet for Families and Children and the Department for Community Based Services, Division of Child Care in 1994 to fulfill the requirements of KRS 199.892 et seq. for new child care providers. A revision of the curriculum was completed in 2001 by the Kentucky Association of Child Care Resource and Referral Agencies (KACRRRA¹) in conjunction with the Cabinet for Families and Children. A second revision of the orientation training was completed in July 2003, with final revisions in March 2004, to ensure alignment of the training with the new Kentucky Early Childhood Core Content ² Authored by Nena Stetson, Nicki Patton and Carol Schroeder, the second revision was completed by the University of Kentucky Interdisciplinary Human Development Institute (HDI) in collaboration with KIDS NOW (Kentucky Invests in Developing Success) and the Cabinet for Families and Children. Additional updates were made in 2008 to reflect changes in the child care licensing regulations. The most current revisions were made in August 2018.

¹ KACRRRA's name later was changed to Kentucky Child Care Network (KCCN). The statewide Child Care Resource and Referral system currently is part of the [Kentucky Partnership for Early Childhood Services](#)

² [KIDS NOW \(2004\)](#)

Special contributions (photos) by PUSH Child Development Center, Frankfort KY.

Table of Contents

Overview	RP-3
Outcomes.....	RP-3
Big Picture	RP-4
View Self as Professional	RP-5
Statement of commitment	RP-9
Provider requirements.....	RP-10
Know Child Development	RP-13
Areas of growth and development	RP-13
Basic principles of child development.....	RP-15
Experiences are the key	RP-16
Use Guidance Strategies	RP-18
Understand why children behave as they do.....	RP-19
Positive guidance strategies.....	RP-20
Time-Out.....	RP-24
Set the Stage for Learning	RP-25
Daily schedule vs. lesson plan	RP-25
Activities and play experiences.....	RP-28
Support and extend learning	RP-29
Routines	RP-31
Transitions	RP-34
Physical environment.....	RP-35
Communicate with Families	RP-41
Family involvement.....	RP-42
Tips for partnering with families.....	RP-42
Take Care of You	RP-44
Appendix A: Professional Development Opportunities	RP-46
References & Resources	RP-47
Recommended Websites	RP-49



INTRODUCTION to ORIENTATION

Setting the foundation for quality care

As a result of this training, early care and education professionals will:

- Learn how basic child growth and development is influenced by the daily schedule, the environment, teacher/child interactions, guidance strategies and parent communication.
- View self as a professional and take action to avoid job burnout.

LEARNER OUTCOMES

By the end of the training session, you will be able to:

- Identify four characteristics of a profession.
- Describe five areas of development and ways teachers can support each area.
- Distinguish between a daily schedule and lesson plan.
- Identify at least two daily routines.
- Provide at least two examples of how the environment can be arranged to support children's development and/or minimize inappropriate behavior.
- Describe at least three ways to support and extend children's learning.
- Describe at least three factors that influence children's behavior.
- Describe three positive guidance strategies.
- Identify at least two ways to communicate and partner with families to promote children's growth and development.
- Identify at least one strategy to combat job burnout.



As an early childhood professional, you need to:

1. View self as a professional.
2. Know the basic principles and areas of child growth and development.
3. Use positive guidance strategies to encourage appropriate behavior.
4. Set the stage for learning through the daily schedule and physical environment.
5. Communicate and partner with families to promote each child's growth and development.
6. Avoid job burnout by taking care of yourself.



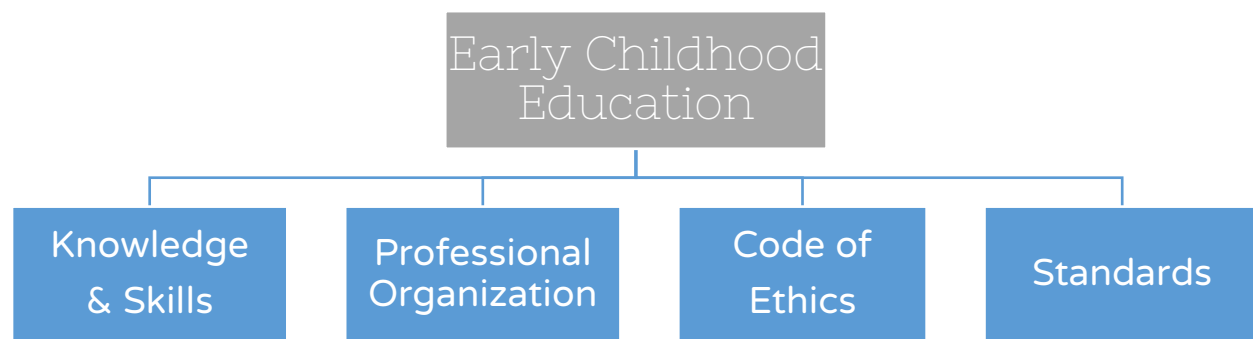
Current research indicates that children's early experiences impact all aspects of their development. Many of these experiences take place while children are in early care and education programs.

Let's look at the math. A five-day work week has 120 hours (5 days x 24 hours). Children spend approximately 40 of those 120 hours sleeping, leaving 80 waking hours. Children in full day programs may spend 8-12 hours per day, or 40-60 hours per week, in early care and education programs. In other words, children may be spending 50%-75% of their waking hours in your care during the work week.

While children are in your program, you determine many of the experiences that they have. Therefore, YOU play a VITAL role in supporting their growth and development.

Source: KACCRRRA quarterly report, April 2003

Characteristics of a profession³



1 Specialized body of knowledge and skills

- A profession has a specialized body of knowledge and skills that are not possessed by the average person.
- Early childhood **professional development** is the process of acquiring the specialized knowledge and skills needed to work effectively with young children and their families. Professional development is an ongoing process of continuous self-improvement that increases job related knowledge and skills.⁴ Kentucky now requires all early care and education professionals to:
 - participate in a minimum of 15 clock hours of training annually, and
 - develop an annual professional development plan that describes what you will do in that year to gain additional knowledge and skills. See Appendix A for a list of professional development opportunities.
- *Kentucky's Professional Development Framework* (see next page) was designed to make it easier for early childhood professionals to obtain the education, training and credentials needed to work with young children and their families.

³ Isenberg & Jalongo (2003); Plaut (nd)

⁴ KIDS NOW (2008)

View Self as Professional



Core Content: [Kentucky's early childhood core content](https://www.childcareawareky.org/?s=Early+Childhood+Core+Content) defines the specific knowledge, competencies, and characteristics needed by early childhood practitioners to work effectively with young children and families.

<https://www.childcareawareky.org/?s=Early+Childhood+Core+Content>

Credentials & Degrees: In addition to the national Child Development Associate (CDA) credential, Kentucky offers three specific early childhood credentials: [Commonwealth Child Care Credential \(CCCC\); Director's Credential; and Early Care and Education Trainer's Credential.](#)

<https://chfs.ky.gov/agencies/dcb/dcc/Pages/professionaldevelopment.aspx>

[Scholarships, Grants, Achievement Awards, & PD Coaches:](#) Early care and education professionals interested in pursuing a credential and/or degree may be eligible for scholarships, mini-grants and milestone achievement awards. Early childhood professional development coaches (PD Coaches) are available to help ECE professionals develop annual professional development plans, apply for scholarships and/or mini-grants, and enroll in credential and degree programs.

<https://www.childcareawareky.org/about-child-care-aware/coaches/>

ECE-TRIS Registry: [Kentucky's Early Childhood Education Training Records Information System \(ECE-TRIS\)](#) is a centralized database that tracks and stores individual training records. <https://tris.eku.edu/ece>

View Self as Professional

* See the document [*Overview of Kentucky's Professional Development Framework*](#) for information about the articulation agreements and the training/TA framework components.

<https://kyecac.ky.gov/families/Documents/pd-framework-2011.pdf>

2 Professional organizations

A profession has professional organizations that provide leadership, influence the profession's direction and advocate for the profession at the local, state and national levels. Early childhood professional organizations include, but are not limited to:

- [National Association for the Education of Young Children](https://www.naeyc.org/)
- [National Head Start Association](https://www.nhsa.org/)
- [National Association for Family Child Care](https://www.nafcc.org/)
- [Southern Early Childhood Association](https://www.southernearlychildhood.org/)

3 Code of ethics

A code of ethics defines the core values of a profession and provides guidance for what professionals should do when they encounter conflicting obligations or responsibilities in their work. Download [NAEYC's Code of Ethical Conduct](#).

<https://www.naeyc.org/resources/position-statements/ethical-conduct>

4 Professional standards

Professional standards provide a basis for comparison, a reference point against which other things can be evaluated or judged.⁵

- ***Kentucky Early Childhood Standards*** define what children should know and be able to do between the ages of birth and four years of age.
<https://kidsnow.ky.gov/families/readiness/Pages/standards.aspx>
 - Download these standards and related [parent guides](https://kidsnow.ky.gov/families/readiness/Pages/parent-guides.aspx)
<https://kidsnow.ky.gov/families/readiness/Pages/parent-guides.aspx>
 - Download [*Your GPS to a Child's Success: A Field Guide to the Kentucky Early Childhood Standards*](#).
 - Program standards ensure program quality. Examples of program standards include:
 - [Licensing standards](#)
<https://chfs.ky.gov/agencies/dcbs/dcc/Pages/regulations.aspx>
 - Individual program standards (e.g., Head Start performance standards)
 - Kentucky All STARS Quality Rating System, which provides a state accreditation for licensed child care centers and certified family child care homes. For more information about [All STARS](#)
<https://kentuckyallstars.ky.gov/Pages/index.aspx>
- National accreditation is offered by many national professional organizations

⁵ www.visualthesaurus.com

Statement of Commitment

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will:

- Never harm children.
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

NAEYC (2011)

Provider requirements

Did You Know...?

- Licensing regulations require each child care provider to participate in 15 hours of training annually?
- Orientation for Early Care and Education Professionals* provides 6 clock hours of training for new providers in a licensed facility?
- CPR and First Aid training do not apply towards the 15 clock hours of required training?
- Each staff person in a licensed facility must complete a Professional Development (PD) Plan annually within 90 days of his/her hire date?
- Certified providers must have 9 clock hours of training annually?
- Certified providers must have a plan outlining the methods and approximate time frames for completing 9 hours of training during the year?
- Registered providers must complete 3 hours of training in early care and education approved by the cabinet?
- Employees and owners of childcare centers are required to *take Preventing Abusive Head Trauma for Childcare Providers* every 5-years?



What the regulations say about being a professional

Type I centers and Type II licensed homes (922 KAR 2:110 Sec 5)

- A staff person with supervisory authority over a child shall complete the following [Sec 5, (14, a-b)]:
 - Six (6) hours of cabinet-approved orientation within the first three (3) months of employment;
 - Nine (9) hours of cabinet-approved early care and education child development training within the first year of employment, including one and one-half (1 1/2) hours of pediatric abusive head trauma
 - This applies to staff that have never attended orientation training. Staff who have completed orientation training and can provide documentation of that training must obtain 15 hours within the first year.
- A staff person with supervisory authority over a child shall complete the following [Sec 5, (14, c)]:
 - Fifteen (15) hours of cabinet-approved early care and education training during each subsequent year of employment, including one and one (1 ½) hours of pediatric abusive head trauma training completed once every five (5) years.
- A child-care center shall maintain all records for five (5) years; [Sec 3, (1, d-e, f)]:
 - A current personnel file for each staff, must include name, address, date of birth, proof of education qualifications, record of annual performance evaluation, written record of training and number of clock hours completed hire date,
 - A written annual plan for child-care staff development

Certified family child care homes (922 KAR 2:100)

Within three (3) months of submission to the cabinet of a complete application for a certified family child care home, the applicant must [Sec 2 (9, a-b)]:

- Complete six (6) hours of cabinet-approved orientation training;

View Self as Professional

- Develop and implement a written plan for obtaining nine (9) hours of annual cabinet-approved training
- Complete annually at least nine (9) hours of cabinet approved training beginning with the second year of operation including one and one-half (1 ½) hours of cabinet- approved pediatric abusive head trauma completed once every five years.

Registered child care providers (922 KAR 2:180)

Within ninety (90) calendar days of giving notice of intent to apply for registration as a child care provider the applicant must [Sec 2 (5, b)]:

- Complete six (6) hours of cabinet-approved orientation training;
- Complete annually and provide verification of three (3) hours of training in early care and education approved by the cabinet.
- Complete one and one-half (1 1/2) hours of pediatric abusive head trauma training within first year of employment or operation as a child care provider and complete once every five (5) years

Areas of growth and development

In order to support children’s growth and development, you need to know the areas in which children develop and the principles that guide development.

Areas of growth and development⁶

Language development (communication) includes understanding and communicating through words, spoken (signed, verbal, symbolic) and written. During infancy and toddlerhood, children go from communicating through body movements, facial expressions and simple vocalizations, such as crying, to using hundreds of words to express their thoughts and feelings and ask questions. Between the ages of two and three, children may be able to say from 200-1000 words and use simple sentences.⁷ The first three years are a critical window for the development of communication skills due to the brain development taking place during this time. Children learn communication skills from the people around them through listening, talking and interacting. Between the ages of three and five, children’s vocabulary can grow dramatically. Research suggests that the larger the child’s vocabulary, the more likely the child will become a good reader and writer. Language and literacy skills go hand in hand because listening, speaking, reading, and writing develop interdependently in children.⁸

Cognitive development refers to how children learn to form thoughts, remember things, make decisions, and learn to solve problems.⁹ Children begin to learn from birth, and it is from interacting with their surroundings, including people, that cognitive skills grow. Children are little scientists, constantly attempting to discover, “What happens if?” They learn by doing and by repeating activities until they grasp the concepts involved in those activities. Cognitive development occurs best when learning is child-directed, allowing children to

⁶ Adapted from *Your GPS to a Child’s Success*, 2009

⁷ Coppe and Bredekamp, 2009

⁸ Dodge, Colker, & Heroman, 2002

⁹ Encyclopedia of Children’s Health, 2008

Know Child Development

follow their own interests, and when children are given opportunities to explore their environment rather than be lectured to by an adult.

Physical development refers to children's physical growth and physical changes that occur over time. Physical development includes gross muscle skills (e.g., crawling, walking, climbing), fine motor skills (e.g., grasping, pinching, scribbling), eye-hand coordination (e.g., stacking objects, stringing beads), self-help skills (e.g., feeding self, buttoning, washing hands), and spatial awareness (maneuvering around objects while crawling or walking). Children acquire these motor skills in a predictable sequence. Researchers now believe that providing movement and sensory experiences during the early years is necessary for optimal brain development.

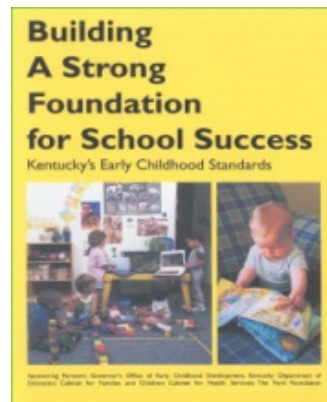
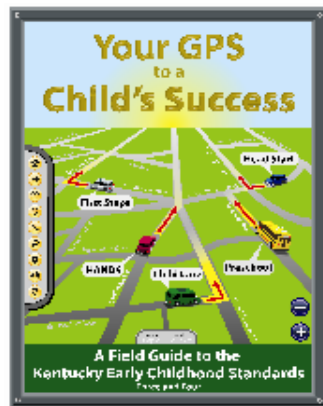
Social development refers to the way children expand their abilities to interact with other people. **Emotional** development refers to children's feelings about themselves, others, and their environment. Children are born with unique temperaments (approaches to life) which don't change. Some children are flexible, some are cautious, and some are not very flexible at all. However, social skills and behaviors related to children's emotions are shaped by early experiences with primary caregivers (parents, extended family, early childhood professionals). Healthy social/emotional development depends on forming a healthy attachment to caregivers. Attachment is a strong, lasting bond between two people and is not created automatically, but through consistent, sensitive responses by the adult, to a child's needs. A healthy attachment provides confidence and creates a model for future relationships as children learn they are deserving of love in a safe world. By the ages of three and four, children typically have the ability to talk about and begin to regulate their emotions, as well as label their feelings and identify the feelings of others. During preschool, children's sense of competence is developing. Because they also are beginning to develop first friendships, peer conflict is a normal part of preschoolers' lives as they grapple with new feelings of independence, confidence, and power.

Creative expression refers to the interests and play of children in music, movement, art, and pretend play. Creative arts provide a perfect arena for children to express themselves and experiment with their own ideas, feelings, and thoughts. Creative expression is connected to all areas of development. The arts

Know Child Development

allow children to learn about themselves and the world around them in creative and exciting ways.

Remember that all areas of development are closely related. Development in one area influences development in the other areas.



To learn more about what children should know and be able to do as infants/toddlers and preschoolers, refer to:

[Kentucky's Early Childhood Standards and the related Field Guide.](https://kidsnow.ky.gov/families/readiness/Pages/standards.aspx)

<https://kidsnow.ky.gov/families/readiness/Pages/standards.aspx>

Basic principles of child development¹⁰

Development occurs in an orderly sequence - New skills and knowledge build upon those that are already developed. Development advances when children have opportunities to practice new skills and when they are challenged slightly beyond their present level of mastery. For example, children learn how to balance before they can walk; they learn to how to walk before they can run.

There are developmental “prime times” – During these “prime times” or “sensitive periods” certain types of development emerge most easily and

¹⁰ Bredekamp & Copple, 1997

Know Child Development

efficiently. For example, learning a language during the first five years of life is easier than trying to learn one at an older age.

Each child develops at an individual rate – In general, children reach certain developmental milestones within a specific age range. For example, children typically sit up without support between 4 and 7 months of age. An individual child may be advanced in some areas and not in others.

Development is influenced by both heredity (nature) and the child’s experiences (nurture) within the environment – Development and learning depend upon both inherited characteristics and environmental influences. A child who is born with the potential to be a musician will not develop musical talent if he or she is never exposed to music or instruments.

For information about child development and other topics discussed here, go to the [National Network for Child Care \(NNCC\) website](https://www.ccrcca.org/resources/family-resource-directory/item/national-network-for-child-care). Over 1000 child care publications and resources (many in Spanish) can be found on this website.

<https://www.ccrcca.org/resources/family-resource-directory/item/national-network-for-child-care>

Experiences are the key to brain development

Experiences are like food for the brain. Positive stimulation and responsive interaction cause the brain to grow and flourish. Lack of stimulation and interaction prevent the brain from growing. Many children’s brains are “starving” due to a lack of attention and quality experiences.

In essence, the brain functions like an enormous telephone system (or communication system). *Neurons* (brain cells) communicate through tiny connections, or *synapses*, that form communication networks between different areas of the brain. The networks allow neurons to transmit information involved in sensing, feeling, thinking, learning and remembering.

Although a child is born with over 100 billion neurons, most of the brain’s wiring, or communication networks, are not formed at birth. Although genes determine the sequence of neuron development, the networks between these neurons are

Know Child Development

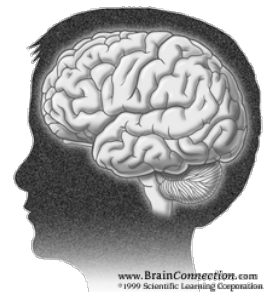
created, refined and customized in response to experiences. If the synaptic connections are not used, they will wither away and die.

The experiences and interaction that **YOU** provide can have decisive and long lasting effects on the physical, cognitive, social and emotional capabilities of the children in your program.

Play provides many of the key experiences and interactions needed to promote learning and development. What looks like “just play” to many adults is actually serious business to children. In many ways, play is the most important thing a young child can do.

For more information about brain development, visit the following websites:

- [National Scientific Council on the Developing Child](#)
- [Better Brains for Babies http://www.bbbgeorgia.org/](http://www.bbbgeorgia.org/)
- [Changing Brains http://changingbrains.org/](http://changingbrains.org/)
- [Brain Connection https://brainconnection.brainhq.com/](https://brainconnection.brainhq.com/)
- [Secret Life of the Brain https://www.thirteen.org/wnet/brain/](https://www.thirteen.org/wnet/brain/)
- [The Brain from Top to Bottom http://thebrain.mcgill.ca/index.php](http://thebrain.mcgill.ca/index.php)



Use guidance strategies to support children's development

Guidance, or discipline, involves helping children learn which behaviors are okay and which ones are not. Guidance also involves supporting children as they develop self-discipline and self-control. As children learn to play cooperatively with others, guidance helps them to develop appropriate ways to express feelings, needs and opinions.

Although the words "discipline" and "punishment" are often used to mean the same thing, they are actually very different. The goal of "punishment" is to stop inappropriate behavior. When punishment is used, children learn to avoid being "caught." They may become afraid of the adults who punish them. The goal of "discipline" is to teach and encourage appropriate behavior.

You can effectively guide children's behavior when you:

- Understand why children behave as they do.
- Use positive guidance strategies that are both age appropriate and individually appropriate.



What the regulations say about guidance

Type I centers and Type II licensed homes (922 KAR 2:120)

A child shall not be subjected to [Sec 2 (10 a – c)]:

- Corporal physical discipline, as prohibited by KRS 199.896(18);
- Loud, profane, threatening, frightening, or abusive language; or

Use Guidance Strategies

- Discipline that is associated with:
 - Rest;
 - Toileting; or
 - Food.

Certified family child care homes (922 KAR 2:100)

- Use of corporal physical discipline shall be prohibited including the use of spanking, shaking, or paddling, as a means of punishment, discipline, behavior modification, or for any other reason pursuant to KRS 199.896 (18). [Sec 12 (14)]

Registered child care providers (922 KAR 2:180)

- Corporal physical discipline, as prohibited including the use of spanking, shaking, or paddling, as a means of punishment, discipline, behavior modification, or for any other reason pursuant to KRS 199.896 (18). [Sec 4 (14)]

Understand why children behave as they do

Age and developmental stage of child: Children's behavior is directly related to their development. For example, when a child's physical ability to move increases, she may begin to explore her environment and "get into things". When a child develops higher-level thinking and reasoning skills, he may use his skills to rationalize and argue when asked to do something. When a child feels emotionally insecure in a situation, she may refuse to cooperate so she can feel more powerful and in control.

- **Individual feelings, temperament and personal situation of each child:**
 - Feelings** - How a child feels impacts how he/she acts and interacts with others. A child may feel tired, energetic, angry, curious, sick, hungry, bored, excited, silly, frustrated, etc.

Use Guidance Strategies

Temperament - Each child, just as each adult, has an individual temperament. For example, a child may have a high or low activity level; may be easily over-stimulated by sounds, light, touch, and color; may be overwhelmed by change; may be curious and excited to learn about new things and situations; may experience dramatic shifts in mood, etc.

Personal situation - Changes in a child's life may affect how the child acts and responds to others. Life changes that adults may be able to cope with can be very stressful to a child. For example, a child may experience a change in family structure (e.g., divorce, new sibling, etc.), a move to a new town, a change in schedule or routines (e.g., vacation, beginning a new school year, starting piano lessons), etc.

- **Daily schedule:** The flow and order of daily events has an impact on how children behave. For example, the schedule may be too hectic or too slow paced. There may be too much or not enough time between activities. There may be too much structure or not enough opportunity for “free choice”, etc.
- **Activities and play experiences:** Since each child develops at his/her own pace, a variety of activities and play experiences should be offered. Children's behavior will be affected if the activities are too easy or too difficult, if there are too many or too few choices, etc.
- **Physical environment:** Children, just as adults, are affected by the way physical space is arranged. Children may become agitated if the room is cluttered or disorganized, if things the child needs are out of reach, or if things are inconveniently located. Children are able to explore and learn when the environment is well organized and things children need are within reach.

Positive guidance strategies¹¹

1. **Evaluate your daily schedule and environment.** When children seem to need a lot of guidance and direction, look closely at your program to ensure it is both age and individually appropriate.

¹¹ Crary (1993)

Use Guidance Strategies

- **Daily schedule** – Follow the basic order of the daily schedule so that children are able to “predict” what is coming next. Ensure that children are not over-tired or hungry. Provide activities that are appropriate for children with a variety of skill levels. Allow enough time for children to move from one activity or routine to the next (transition).
 - **Environment** – Limit undesirable behavior, such as running around the classroom, by rearranging the space. For example, arrange low shelves or equipment throughout the room to eliminate large open spaces or “runways.” Promote desirable behavior, such as cooperative play, by providing adequate space for activities and interest areas.
2. **Create age-appropriate rules and limits.** Rules and limits are needed to keep children safe and to teach them how to interact with other people.
- Make sure the rules are appropriate for the child’s age and level of development.
 - Create a minimum number of rules.



- State rules clearly and positively. Say, “Walk inside,” instead of, “Don’t run”.
 - Give preschool and school age children an opportunity to discuss and provide input into the rules for their class as a group.
3. **Follow through and enforce rules consistently:** When you follow through and enforce the rules, children develop a sense of trust and security. It is better to enforce five rules 100% of the time than ten rules 50% of the time.
4. **Provide simple instructions.** If you expect children to do a complex task, you may need to separate the task into simple steps. To you, “clean up for lunch” may seem clear, but a child may not realize that “cleaning up” the game area means separating the game pieces and putting them into the correct box. Keep in mind that young children may not have the skills or knowledge to “clean” according to your expectations.

Use Guidance Strategies

5. **Model and teach the expected behavior.** Show children what the behavior “looks like” and “sounds like” to be certain they understand. This is especially important if your rules include vague terms like “be kind” or “be polite”. For example, the rule “be polite” might look like waiting your turn; it might sound like saying “please” or “thank you”. Give children an opportunity to practice the skill or behavior. Also, be aware of the things you are doing. If children are not allowed to sit on top of the tables or shelves, you should not sit on the tables or shelves.
6. **Use prompts or cues to remind children what they should be doing.** For example, a song may indicate that it is time to clean-up; a timer may remind children when to move on to the next activity; picture labels on the shelves help children to put things back in their place without reminders, etc.
7. **Use physical proximity.** Moving closer to a child may prevent misbehavior, help a child calm down, or reassure a child that you notice him or her.
8. **Change what the child is doing.** You can **redirect** a child by offering an appropriate activity for an inappropriate activity, **substitute** an appropriate item for an item that is being used inappropriately, or **distract** the child by saying something or doing something to get the child’s attention. For example, a child who is hitting the wall with the wooden hammer can be redirected by involving the child in another activity. You could also offer a substitute item for the child to bang on, such as a wooden tool bench. You can distract the child by saying something like, “Wow! Look at the rain coming down! I wonder how many puddles we’ll find on our afternoon walk.”
9. **Help children express feelings.** Teach children words to express their emotions by verbally reflecting what you see and by teaching them to use words with adults and peers. For example, you might say, “It looks like you are angry. I can tell by your face that you didn’t like it when Sara took the doll you were playing with,” or “Tell Jessica, ‘I want the car back.’”
10. **Give children an opportunity to “re-do it right”.** If a child does a sloppy job of cleaning up an area, give him the opportunity to clean up the area again (with verbal assistance and coaching, if needed).
11. **Provide authentic choices.** Be careful not to ask children questions if there is not really a choice. For example, if you ask, “Do you want to clean up for

Use Guidance Strategies

lunch now?” children may respond by saying, “No”. If there is not a choice, then say, “It is time to clean up for lunch now”.

12. **Offer limited choices.** Children need opportunities to make decisions as they gain a sense of independence and self-control. If you ask a child, “What do you want to do today?” he/she may become overwhelmed. The child may also suggest something that is really not an option (e.g., staying outside all day long). You can help narrow down the options for children while giving them a chance to make decisions by offering “limited choices.” For example, rather than saying, “Go to the discovery area,” you might say, “Would you rather go play in the discovery area or read books in the cozy corner?”
13. **Interrupt unacceptable behavior.** Remove the child from the situation. For example, if a toddler is about to bite another child, pick the child up and move her a few feet away while you say something like, “Use your words,” or “Ask a teacher for help if you are mad. Your mouth is for eating food, not friends.” Older children may need some time away from a stressful situation to think and reflect. This is sometimes referred to as “time-out”.
14. **Create a quiet/cozy place for children.** Children, just like adults, sometimes need time to be by themselves in order to calm down or relax. Provide a soft, quiet area for a child to “get away” from the group at a time when the child chooses.



A few words about “time-out”

“Time-out” can be an effective strategy to use with older preschool and school age children when they need time away from a stressful situation. It can be a time for children to calm down, reflect on their actions and behavior, and think of alternative ways to handle a specific situation.

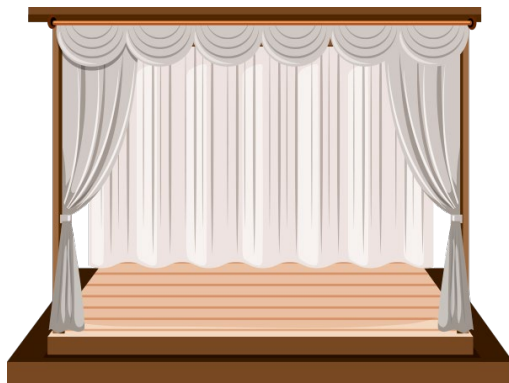
“Time-out” should NOT be used as punishment. When children are punished, their stress increases. Stress prevents children from being able to think clearly or rationally. If children leave the “time out” area without calming down and refocusing their attention, they are likely to repeat the behavior.

If you choose to use “time-out” as a strategy, ensure that the children are not separated from the group for extended periods of time (no longer than one minute per year of the child’s age). Talk to the child about why they are in “time out.” Discuss alternate ways of handling the situation that caused the child to be placed in “time out”.

When discussing alternative ways for the child to act, consider what prompted the behavior in the first place. For example, if the child was sent to time out for knocking over another child’s block tower, encourage the child think about why he/she knocked it over. Was the child angry because there were no more square blocks to use? Did the child just want to see what would happen if he/she pushed the tower over? If the child was frustrated because there were no more square blocks, his/her alternative strategies might include breathing deeply and counting to ten, choosing other blocks to build with, or asking the other child to share some of the square blocks. If the child was curious about what would happen when he/she pushed the tower, the strategies might include asking the builder for permission to push the tower over, or choosing to build his/her own tower to push over.



Source: Crary (1993)



Set the stage for learning

The kind of experiences needed to facilitate children’s development do not “just happen”. **You** set the stage for learning and development when you:

- Plan appropriate learning activities and play experiences,
- View routines and transitions as times for learning, and
- Maintain an appropriate environment that facilitates learning.



Daily schedule vs. lesson plan

Daily schedule

Lesson plan

All daily schedules should be:

- **age and individually appropriate:** Ask yourself, “What do you know about what toddlers can and can’t do that might affect your daily schedule? (e.g., can’t sit still) What about infants? Preschoolers? Schoolagers?”
- **consistent but flexible:** A consistent schedule is important because:
 1. Children feel more secure when they can predict what will happen next.
 2. A predictable schedule helps children develop a basic sense of time, as they learn to think in terms of what happens first, second, third, etc.
- **in writing:** To help children learn the schedule, post the schedule.



What the regulations say about daily schedules & lesson plans

Type I centers and Type II licensed homes (922 KAR 2:110 & 2:120)

A facility shall post a schedule of daily activities [922 KAR 2:110]:

- Post a schedule of daily activities, to include dates and times of activities to be conducted with the children in each classroom. [Sec 4 (1 h)].
- A center must have a written plan of daily actions that account for the routine of the children through the day and is specific to all hours of operation. [Sec 2 (16)]

The facility shall post a daily planned program [922 KAR 2:120 Sec 2 (4 a – d)]:

- Posted in writing in a conspicuous location with each age group and followed;
- Of activities that are individualized and developmentally appropriate for the age of each child served;
- That provides experiences to promote the individual child's physical, emotional, social and intellectual growth and well-being; and
- Offers a variety of creative activities, including the following:
 - Art; music; dramatic play; stories and books; science; block building; tactile activity; culture; indoor or outdoor play in which a child makes use of both small and large muscles; a balance of active and quiet play, including group and individual activity; and an opportunity for a child to:
 - Have some free choice of activities;
 - If desired, play apart from the group at times; and
 - Practice developmentally appropriate self-help procedures in respect to clothing, toileting, hand-washing, and eating.
 - A variety of creative activities may include electronic viewing & listening devices if:
 - The material is appropriate to the child using the equipment;

Use Guidance Strategies

- The material does not include any violence, adult content viewing, or inappropriate language;
- Viewing or individual listening is limited to two (2) hours per day;
- Viewing or listening is discussed with parents prior to viewing or listening;
- Viewing or listening is designed as an educational tool;
- A child who does not wish to use the electronic devices is offered other appropriate activities [Sec 2 (5)].
- Regularity of routines shall be implemented to afford the child familiarity with the daily schedule of activity [Sec 2 (6)].
- Sufficient time shall be allowed for an activity so that a child may progress at his own developmental rate [Sec 2 (7)].

Certified family child care homes (922 KAR 2:100)

The certified family child-care home provider shall post in a prominent area of the home [Sec 19 (7 b, e)]:

- The planned program of activities;
 - A provider must post a written plan of daily activities that accounts for the routine of the children for the day and must address all hours of operation.
- The daily schedule including any trips outside the family child-care home.
- A provider must post a daily schedule which includes developmentally appropriate activities that a child participates in to promote learning and development of the whole child.

Activities and play experiences

Activities and **play experiences** are the experiences children actively engage in that give them an opportunity to explore and discover how things work, learn to relate to one another, and develop specific physical skills. Research tells us that:

1. Young children learn best with hands-on activities that allow them to use their senses. Avoid activities that use worksheets and dittos.
2. Activities and play experiences should:
 - be age-appropriate
 - facilitate development
 - include a variety of experiences, such as art, construction play, culturally diverse materials, dramatic play, manipulatives/table toys, literacy, math, movement, music, outdoor play and science.¹²

3. Activities and play experiences should include a balance of:

Indoor and outdoor play

Because children need time to... use and develop their large muscles through activities such as riding a tricycle or throwing a ball (outdoor), as well as develop their fine muscles through activities such as blocks or puzzles (indoor). Children also need fresh air and sunshine.

Active and quiet play

Because children need time to... use their large muscles in active movement, such as dancing, as well as develop cognitive /mental skills through quiet play such as reading a book, looking at objects with a magnifying lens, or completing a puzzle.

Planned and unplanned activities

Because children need time to... enjoy activities that you plan in advance, such as painting with marbles, as well as spontaneous activities, such as the discovery of a cocoon.

Adult directed and child directed activities

¹² Harms, Clifford, & Cryer (1998)

Use Guidance Strategies

Because children need time to...engage in activities that require your assistance (e.g., a cooking activity) as well as have plenty of time to choose their own activities (e.g., free play/learning center time).

Culturally diverse materials

Because children need time to...understand and respect the history, values, customs, and language of people from different backgrounds.

Large group, small group and individual activities

Because children need time to...develop the social skills necessary to function in both large and small groups, as well as learn to select and complete activities by themselves. Some children also need time to be alone.

Support and extend learning¹³



Although a well-planned daily schedule a lesson plan set the stage for learning, your interaction with the children is the key to facilitating their growth and development! You support and extend learning when you:

1. Use open-ended questions (questions that have no right or wrong answer) to stimulate thinking and discovery. For example, you could say:
 - “What do you think happens to make a grape turn into a raisin?” rather than, “Did you know that a raisin is really a dried grape?”
2. Expand children’s vocabulary by naming objects and concepts, labeling feelings, and describing actions. For example, you could say:

¹³ Dodge, 2002

Use Guidance Strategies

- “I’m going to take this wet, cold diaper off you,” while diapering an infant. (naming object and concepts)
 - “You sound really sad that Johnny is moving away.” (labeling feelings)
 - “You were so polite, using your inside voice and saying ‘thank you’ when Mrs. Smith came to read to us today,” rather than, “You were very good”. (describing specific actions)
3. Encourage problem solving. For example:
 - You could say, “I see you have a problem. Both of you want to play with the same truck. What can you do to fix your problem? ...Those are two good ideas. Which one would you like to try?” instead of saying, “Stop fighting over the truck. John, you play with it for five minutes and then give it to Raphael.”
 - One of the parents brings in a large box of craft materials for the school age program. You ask the after-school group to help decide how to use the materials.
 4. Help children get along with others. For example:
 - If one child grabs a doll from another child, you could say, “Remember, you can use your words to tell Kendra that you want to play with the doll next,” instead of, “Kendra had the doll first. We don’t take toys from others in our classroom.”
 5. Encourage and support children’s efforts. For example, you could say:
 - “You put your socks on all by yourself.”
 - “You drew a lot of pictures today. Which one would you like to put on our bulletin board?”
 6. Allow children to make mistakes and learn from them. For example, you could say:
 - “You filled your glass really full. If it spills while you’re carrying it, you can get the sponge to clean up,” rather than “You have too much milk in your glass! Here, let me pour some into another cup before you spill it.”
 7. Give children the time and materials they need to try out new skills and practice ones they’ve just developed. For example:

Use Guidance Strategies

- Several of your preschoolers are learning to write their letters. So you enlarge the literacy learning center and add a variety of paper and pencils with fun erasers.
8. Conduct activities around children's interests. For example:
 - You could extend outdoor play time so everyone has a chance to practice throwing and catching the Frisbees rather than say, "All you want to do is play Frisbee. I'm going to put them away so you will play something else for a while."
 9. Treat each child as an individual, with unique interests, abilities and needs. For example:
 - You could say, "Bill, you've told me some funny riddles. Would you like to make a book of riddles?"
 - Ms. Rita noticed that 18-month-old Hank really enjoyed putting the blocks into something and carrying them around. So she added an old purse to the block area.

Routines

Routines are the activities that occur on a daily basis. For example:

- Arrival and departure time
- Meals and snacks
- Sleeping and resting
- Personal care (toileting, hand washing)
- Clean up

When viewed as learning opportunities, routines can be used:

- To facilitate the development of self-help skills and responsibility.
- To facilitate social and language development (e.g., during meal times).
- As an opportunity for one-on-one interaction (e.g., diapering).

The percentage of the day spent in routines and the need for adult assistance differs depending on the age of the child. Development of fine motor skills and a growing sense of independence means children want to and are increasingly able to do things for themselves.

Use Guidance Strategies

As an early care and education professional, you should:

- Allow enough time for routines so that children can learn important self-help skills and hygiene habits.
- Support and encourage children as they learn to do things for themselves (e.g., pour their own milk). Realize that “accidents” will happen.
- Use routines to teach new (or reinforce) concepts (e.g., counting one plate for each child for lunch).
- Use routines as opportunities for one-on-one adult/child interactions (e.g., use the time while diapering an infant/toddler to do a fingerplay or to describe what is happening).
- Have realistic expectations and understand that children's behavior during routines may be related to their development. For example, some typical behaviors may include:
 - An 8-month-old infant becoming anxious when her dad leaves because she is beginning to understand that people exist when out of sight.
 - A 17-month-old toddler flushing the toilet over and over as she experiments with cause-and-effect (9-18 months).
 - A preschooler noticing and exploring the differences between his and another child's body during toileting time (3-5 years).
 - A 6-year old being tired and needing time to rest after a busy day at school.



What the regulations say about meals and sleeping

Type I centers and Type II licensed homes (922 KAR 2:120)

An infant shall sleep or nap on the infant's back unless the infant's health professional signs a waiver that states the infant requires an alternate sleeping position [Sec 6 (1)].

- Rest time shall include adequate space specified by the child's age as follows: [Sec 6 (3)]

Use Guidance Strategies

- For Infant: An individual non-tiered crib that meets Consumer Product Safety Commission standards established in 16 C.F.R. 1219-1220[Sec 6 (3 a)];
- For a toddler or preschool-age child: An individual bed, a two (2) inch thick waterproof mat, or cot with comfortable, clean safe bedding [Sec 6 (3 b)].

While bottle feeding an infant, the bottle shall not be propped, left in the mouth of a sleeping infant, or heated in a microwave [Sec 3 (11 b)].

A child shall be seated while eating, including infants. Infants who are able to hold bottles to feed themselves shall be seated in age appropriate furnishings for the child's mealtime, if the child is not being held.

- Swings, port-a-cribs, boppy pillows, bouncy seats, cribs, and floors are not considered appropriate furniture for feeding.

A weekly menu shall be posted in advance in a conspicuous place [Sec 9 (16 c)].

Certified family child care homes (922 KAR 2:100)

Adequate space shall be provided at rest-time for each child who is not school age and who is in care more than four (4) hours [Sec 12 (7)].

- Rest time shall include adequate space specified by the child's age as follows: [Sec 12 (7)]
 - For Infant: An individual non-tiered crib that meets Consumer Product Safety Commission standards established in 16 C.F.R. 1219-1220 [Sec 12 (7 a)];
 - For a toddler or preschool-age child: An individual bed, a two (2) inch thick waterproof mat, or cot with comfortable, clean safe bedding [Sec 12 (7 b)].
- Playpens and play yards shall meet the federal standards as issued by the Consumer Product Safety Commission, including 16 C.F.R. 1221; and NOT be used for sleeping or napping

Use Guidance Strategies

If overnight care is provided, the caregiver shall [Sec 12 (11 a-b)]:

- Remain awake until every child in care is asleep;
- Sleep on the same floor level of the home as an infant or toddler.

While bottle feeding an infant, the child shall be held and bottle shall not be propped, left in the mouth of a sleeping infant, or heated in a microwave [Sec 14 (16 a, b)].

A weekly menu shall be posted in a conspicuous place [Sec14 (10 c)].

Registered Child Care Provider (922 KAR 2:180)

A Registered child care provider that serves a child who participates in the Child Care Assistance Program (CCAP) shall: comply with health and safety requirements according to 922 KAR 2:120 as outlined for certified family child care homes.

Transitions

Transitions¹⁴ are the "in between" times of a daily schedule when children have completed one activity or routine and are moving to the next one. Tips for successful transitions include:¹⁵

Plan transition strategies to use between each routine and activity. Make transitions more enjoyable by using a variety of strategies. For example, when it is time to clean-up, sing a "clean-up" song. When preparing to go home, have each child name one thing they enjoyed doing that day. Puppets, finger plays and a variety of props can be used in creative ways to make transition time more fun.

Prepare in advance. Make sure that all of your teaching materials and the children's materials are ready for the day. Prepare the next activity before

¹⁴ Saifer, S. (1990)

¹⁵ Larson, Henthorne, & Plum (1994)

Use Guidance Strategies

asking the children to stop what they are currently doing. Allow children enough time to move to the next activity without feeling rushed.

Alert children that a transition is about to occur. Give an advance 3-to-5 minute warning before a transition occurs. Establish a clear signal that the children recognize (e.g., a big mouth frog announcing how hungry he is to signal time to clean up for lunch).

Support children through the transition. Some children may need support, such as a gentle touch, encouragement, or verbal reminders.

Keep children busy during the transition. Minimize the time children spend waiting for the next activity by planning something for them to do. You could assign children a helping task (e.g., setting the table), sing a song, play a verbal/listening game (e.g., Simon Says, I Spy, etc.), or allow them to move on to the next activity.

Avoid moving the entire group at the same time. When possible, divide children into smaller groups to move from one place to another. For example, everyone with a name that begins with the letter "M" may go wash their hands and get ready for lunch.

Provide clear and simple directions. The younger the children are, the simpler the directions need to be. Provide clear expectations. For example, if you want the square blocks to be separated from the triangle blocks, give that direction in the beginning. Teach and model what the expected behavior looks and sounds like. For example, demonstrate what "inside voices" sound like.

Physical environment¹⁶

In a grocery store, the physical environment is the setting for **shopping**. In an early care and education environment, the physical environment is the setting for **learning**. The way the space is arranged, the kind of materials that are available,

¹⁶ Trister-Dodge, Gosselin-Koralek, & Pizzolongo (1989)

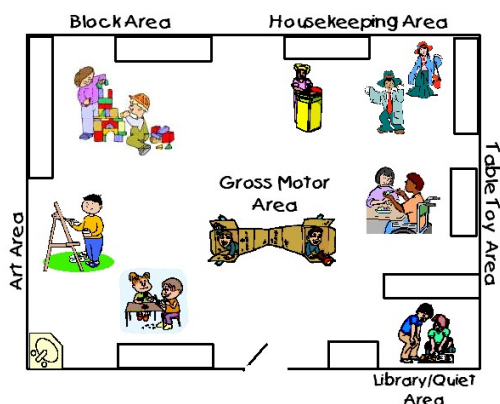
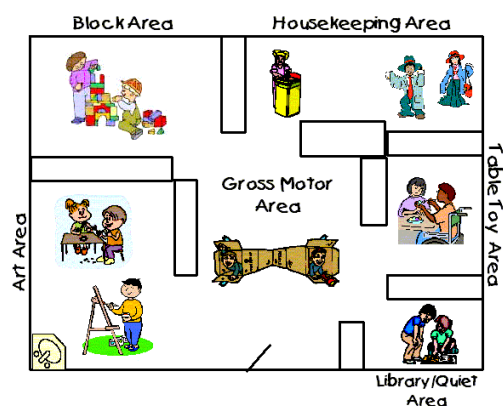
Use Guidance Strategies

and the way these materials are organized can encourage or discourage learning and appropriate behavior in early care and education settings.

Guidelines for room arrangement

Use these room arrangement guidelines to encourage play, learning, exploration, cooperation, independence, and appropriate behavior.

When a room is arranged like this, toys are more likely to stay where they belong, children have the option of playing alone or together, noisy areas are separated from quiet areas and children become less distracted.



When a room is arranged like this, children are likely to be distracted, carry toys from one part of the room to another and to run.

Interest areas, or “learning centers”, are clearly defined spaces that contain the materials needed for specific types of activities (e.g., science and discovery, dramatic play, music, art, reading, etc.).

- Low room dividers and/or shelves are used to separate areas. This helps to:
 - Make it easier to keep toys in a specific area.

Use Guidance Strategies

- Define the traffic flow to protect children and their projects during play (e.g., block building).
- Separate noisy and quiet areas.
- Make it easier for children to focus by minimizing distractions.
- The diapering, art and messy activities are located near a source of water and on washable surfaces. This helps make clean up easier.
- School-agers like to think of themselves as “big kids” and therefore need spaces designed to meet their needs. For example, spaces for school-agers should include:
 - Places for children’s personal belongings (e.g., school books) and unfinished projects
 - Areas to be alone and areas for hanging out with friends
 - Easy access to outdoors, bathrooms and drinking water
 - Home-like spaces with age-appropriate size furniture
 - Space to store materials and equipment if space is shared with another organization (see page 33 for additional information about sharing spaces)

Appropriate materials

A well-arranged room without appropriate materials is like a well-arranged grocery store that carries clothing instead of food. As a shopper looking for food, your needs won’t be met. Likewise, a well-arranged room with materials that do not interest children or are too difficult for children to use will not support their growth and development.

To insure your room contains appropriate materials that will support the growth and development of children, ask yourself the following questions:

- Are the materials appropriate for the skill levels of the children?
- Do the materials encourage children to think, discover and explore?
- Do the materials support each of the four areas of development?
- Do the materials reflect the current interests of children?

Use Guidance Strategies

- Do the materials reflect the cultural backgrounds and diversity of the children? Organization & display of materials

A well-arranged room with appropriate materials that cannot be easily found or accessed is frustrating for children, and, once again, their growth and development is not supported. The following organization and display guidelines will help you maintain an environment that supports children's growth and development:

- Materials are safe for children to use so that they can explore the environment freely.
- Space is provided for children to store their personal items. This helps to foster independence and gives children a sense that they "belong".
- Materials are organized on low shelves so that children can select and use materials on their own. This allows children to select and use materials on their own, fostering independence and making decisions.



- Shelves are labeled with words and pictures. This helps children know where toys and materials belong and to begin to understand that print and symbols have meaning.
- Toys with lots of pieces are stored in labeled containers making it easier to keep all the pieces together. Labeling the container (words and pictures) helps children know where the toys go when they are finished playing with them.
- Pictures and children's artwork are placed at the children's eye level. This shows that you value their efforts, building their self-esteem and confidence.

Use Guidance Strategies

Shared spaces¹⁷

- Consider the following suggestions if your program shares space with another organization (e.g., school gym, Church classrooms).
- Make furniture moving and rearranging easy by putting wheels on cabinets, shelving, cubbies, couches, etc.
- Allow time for setup and takedown by including it in the daily schedule.
- Develop a good relationship with the host organization. Discuss details such as who will store what materials where, who will clean the space, who is the point of contact if conflicts occur.
- Develop “learning stations on wheels” and use small rugs to establish boundaries between activity areas.
- Train staff to conduct a safety check each day before children arrive (because someone may have used the space the night before).
- Post safety signs to remind others that the space is used by an early care and education program. For example:¹⁸



Reminder...Child care takes place here!

- ✓ Please pick up all small objects.
- ✓ Please put dangerous objects out of reach.
- ✓ Please check electrical outlets to ensure safety covers are in place.
- ✓ Please lock cabinets that contain non-childproof objects.

¹⁷ Bender, J., Elder, B., & Flatter, C. (1984); New Jersey (nd); Weisberg, C. (2004/2005)

¹⁸ Robertson, C. (2002)



What the regulations say about environment

Type I centers and Type II licensed homes (922 KAR 2:120)

- Activity areas, equipment and materials shall be arranged so that the child's activity can be given adequate supervision by staff [Sec 3 (2)].
- An indoor area for infants and toddlers shall be separate from an area used by older children. Infants and toddlers shall not participate in activities with older children for no more than one hour [Sec 5 (2)].
- A facility shall have adequate crawling space for infants and toddlers that is away from general traffic patterns of the facility [Sec 5 (1 c)].
- If a child-care center provides an outdoor play area for infants and toddlers, the outdoor area shall be shaded and shall be a separate area or scheduled at a different time than for older children [Sec 5 (3 a-b)].
- If a child-care center does not have access to an outdoor play area, an indoor space shall [Sec 5 (22)]:
 - Be used as a play area;
 - Have a minimum of sixty- (60) square feet per child, separate from and in addition to the thirty-five (35) square feet minimum;
 - Include equipment for gross motor skills (this can be portable equipment such as balls, hula hoops, jump ropes, etc.);
 - Be well-ventilated and heated; and
 - Have a protective surface of at least two (2) inches thick around equipment intended for climbing.
- If school-age care is provided a separate area or room shall be provided in a Type I facility [Sec 2 (9 a)].

Certified family child care homes (922 KAR 2:100)

- Exclusive of the bathroom and storage area, an indoor area, including furnishings, used for child care shall contain at least thirty-five (35) square feet per child for [Sec 11(12 a-b)]:
 - Play; and
 - Activities that meet the developmental needs of the children in care

Communicate with Families

Registered Child Care Provider (922 KAR 2:180)

- Play area used for child care are safe and free of hazards; and
- Activities that meet the developmental needs of the children in care.

Involve families

As important as you are in a child's life, parents¹⁹ and families play an even more important role.

Making the case for family involvement (benefits)

Henderson and Berla (1994) found family involvement to be a better predictor of a child's school achievement than the family's income or social status when families are able to:

- Create a home environment that encourages learning,
- Express high (but not unrealistic) expectations for their children's achievement and future careers, and
- Become involved in their children's education at school and in the community.

Research studies link family involvement during early childhood with these positive child outcomes:

- Successful transition into kindergarten
- Higher reading achievement
- Positive development in communication, daily living and motor skills
- Lower rates of grade retention
- Fewer years in special education (Marcon; Miedel & Reynolds, cited in Carter, 2002)

¹⁹ The term "parents" refers to the people who have guardianship or custodial control over a child. This may include biological parents, step parents, grandparents, foster parents, etc.

Communicate with Families

When families are more involved in early childhood programs, they are likely to:

- Read to their children more
- Visit their children's classrooms
- Network with other parents (Kreider, cited in Carter, 2002)

Family involvement is...

It is important that you:

- develop a good relationship and partner with parents
- communicate regularly
- help parents understand how the daily schedule, environment, and play experiences facilitate their child's development
- plan at least one annual activity involving parent or family participation



Tips for partnering with families include:

- Greet the parents by name and make them feel welcome.
- Maintain two-way communication by:
 - Asking parents to share information about their child's likes, dislikes, and the child's experiences.
 - Telling parents about the child's day.

Communicate with Families

- Asking for parents' advice about their children and their child rearing practices and respecting their concerns and ideas.
- Providing information in parents' home language.
- Sharing information with parents about what you do in the program so that they are better able to support and extend this learning at home.
- Maintain confidentiality. Do not share information about the family or the child with other people unless there is a specific need to do so (e.g., a child is being abused or neglected and you need to make a report).
- Ask parents to share information about their culture.



What the regulations say about involving parents or families

Type I centers and Type II licensed homes (922 KAR 2:110 Sec 1 and Sec 4)

- Coordinate at least one (1) annual activity involving parental or family participation. [Sec 4(p)]
- “Parental or family participation” means a child-care center’s provision of information or inclusion of a child’s parent in the child-care center’s activities, such as:
 - Distribution of a newsletter;
 - Distribution of a program calendar;
 - A conference between the provider and a parent; or
 - Other activity designed to engage a parent in the program’s activities. [Sec 1(10)]

Certified family child care homes (922 KAR 2:100)

The certified family child-care home provider shall

Take Care of You

- Coordinate at least one (1) annual activity involving parental or family participation. [Sec 17 (8)]
- "Parental or family participation" means a family child-care home's provision of information or inclusion of a child's parent in the child-care home's activities such as:
 - Distribution of a newsletter;
 - Distribution of a program calendar;
 - A conference between the provider and the parent; or
 - Other activity designed to engage a parent in the program's activities. [Sec 1(12)]

Take care of you

According to Jorde-Bloom (1982), three characteristics of early childhood burnout are:²⁰

- Complete **emotional** and **physical exhaustion**
- Growing **disillusionment** with the job and life in general
- Growing sense of **self-doubt** and **blame** as individual considers what he/she "used to be like" and questions why he/she is unable to change current behavior and attitude

Be on the lookout for signs of burnout which can include:²⁰

- Headaches and muscle tension
- Depression, boredom, apathy
- Absenteeism, decline in performance
- Hypertension, insomnia
- Irritability, increased anxiety
- Increased smoking, drinking, drug dependence and other addictions
- Escape activities (e.g., shopping sprees, overeating, daydreaming)
- Stress-related physical and emotional ailments

²⁰ Jorde-Bloom, P. (1982), p. 26

Take Care of You

- Tensions with family and friends

Don't wait for burnout to strike. Take time to implement these suggestions:

- Ask for help when you need it.
- Eat right, exercise and relax.
- Keep work stress at work. Don't take it home with you.
- Do things that you find enjoyable (e.g., read, knit, cook, take pictures).
- Don't expect more of yourself than is realistic.
- Laugh and have fun.
- Reduce job-related stress by participating in more professional development opportunities which will lead to increased knowledge and improved skills, making your job easier and more enjoyable.

Appendix A: Professional Development Opportunities

There are many ways that providers can participate in professional development (PD) leading to enhanced knowledge and skills. Effective July 1, 2008, the Kentucky Division of Regulated Child Care (DRCC) requires that early care and education professionals participate in a minimum of 15 clock hours of training annually.

The chart below shows the wide variety of PD opportunities that are available to early care and education providers and also denotes the type of opportunities that will lead to the required training clock hours.

PD Opportunities that meet training approval requirements for Licensed, Certified, and Registered Providers, STARS, Commonwealth Child Care Credential (CCCC) and Trainer's Credential renewals:	PD Opportunities that <u>do not</u> meet training approval requirements for Licensing, Certification, and Registered Providers, STARS, Commonwealth Child Care Credential (CCCC) and Trainer's Credential renewals:
<p>Early Care and Education Training must fall under one of the following categories to meet regulatory requirements</p> <p>Trainings conducted by a Kentucky Early Care and Education Credentialed Trainer, such as:</p> <ul style="list-style-type: none"> ➤ Training sessions, workshops, seminars, and institutes offered by KY Credentialed Trainers on Early Care and Education topics. ➤ Early Care and Education Distance education, such as conference calls, webinars, or video, offered by KY Credentialed Trainers (see Child Care Aware website for a list of KY Credentialed Trainers) <p style="text-align: center;">OR</p> <p>Training approved by the Division of Child Care, (https://tris.eku.edu/ece), e.g.:</p> <ul style="list-style-type: none"> ➤ Pre-registered and approved in-state and out of state institutes and conferences ➤ National Approval List for Conferences/Institutes ➤ Approved First Aid and CPR training (Required in addition to the fifteen (15) annual clock hours to meet licensing regulations) <p style="text-align: center;">OR</p> <p>Early childhood coursework offered by an accredited college/university, e.g.:</p> <ul style="list-style-type: none"> ➤ College courses in the field of early childhood education 	<ul style="list-style-type: none"> ➤ Joining professional organizations ➤ Reading professional journal articles, newsletters, brochures, pamphlets ➤ Reviewing professional websites ➤ Technical assistance program visits ➤ Staff meetings ➤ Distance education opportunities not offered by KY Credentialed trainers ➤ Study groups ➤ Technical assistance offered via phone, email, fax, and/or video ➤ Discussion boards, Message boards, or Chat forums ➤ Observation of other teachers ➤ Participation in professional discussions and/or conversations ➤ Internships <p><u>**Although these opportunities do not give you credit as mandated by DRCC, they can provide you with a wide array of knowledge and information, and are opportunities you can choose for your own professional development plan.</u></p>

References

- <https://chfs.ky.gov/agencies/os/oig/drcc/Documents/922KAR2100.pdf> Certification of Family Child-Care Homes. Retrieved August 23, 2018
- <https://chfs.ky.gov/agencies/os/oig/drcc/Documents/922KAR2120.pdf> Child care facility health and safety standards. Retrieved August 23, 2018
- Allen, K.E., & Marotz, L.R. (1989). *Developmental profiles: Birth to six*. Albany, NY: Delmar Publishers, Inc.
- American Academy of Pediatrics, American Public Health Association, & National Resource Center for Health and Safety in Child Care. (2002). *Caring for our children: National health and safety performance standards: Guidelines for out-of-home child care* (2nd ed.). Elk Grove Village, IL: American Academy of Pediatrics.
- Bender, J., Elder, B., Flatter, C. (1984). *Half a childhood: Time for school-age child care*. Nashville, TN: School Age NOTES.
- Brain Net. (no date). *Brain development*. Retrieved May 5, 2003, from, www.brainnet.wa.gov.
- Bredenkamp, S., & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs, revised edition*. Washington, DC: National Association for the Education of Young Children.
- Brunson Phillips, C. (Ed). (1991) *Essentials for child development associates working with young children*. Washington, DC: The Council for Professional Recognition.
- Carder, S. (2002). [*The impact of parent/family involvement on student outcomes: An annotated bibliography of research from the past decade*](#). Retrieved June 30, 2009
- Crary, E. (1993). *Without spanking or spoiling: A practical approach to toddler and preschool guidance*. Seattle, WA: Parenting Press, Inc.
- Diner, P. (1993). *Resources for teaching children with diverse abilities: Birth through eight*. Orlando, FL: Harcourt Brace & Company.
- Dodge, D., & Colker, L. (1991). *Creative curriculum for family child care*. Washington, D.C.: Teaching Strategies, Inc.
- Dodge, D., Colker, L., Heroman, C., & Bickart, T. (2002). *Creative curriculum for preschool*. Washington, D.C.: Teaching Strategies, Inc.
- Fromberg, D. P. (2003). The professional and social status of the early childhood educator. In Isenberg, J. P., Jalongo, M. R. *Major trends and issues in early childhood education: Challenges, controversies, and insights*. NY: Teachers College Press.
- Harms, T., Clifford, R.M., & Cryer, D. (1998). *Early childhood environment rating scale revised edition*. New York: Teacher's College Press.
- Henderson, A. and Berla, N., Eds (1994). *A new generation of evidence: The family is critical to student achievement*. Washington, DC: Center for Law and Education. Retrieved June 30, 2009, from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/13/66/e0.pdf.
- Isenberg, J. P., & Jalongo, M. R. (Eds.). (2003). *Major trends and issues in early childhood education: Challenges, controversies, and insights*. (2nd ed.). New York: Teachers College Press.
- Jorde-Bloom, P. (1982). *Avoiding burnout: Strategies for managing time, space and people in early childhood education*. Nashville, TN: School-Age NOTES.

References & Resources

- Kentucky Department of Education. (2009). *Your GPS to a child's success: A field guide to the Kentucky Early Childhood Standards*. Frankfort, KY: Author.
- KIDS NOW. (2002). *Early childhood professional development: Creating a framework for Kentucky*. Frankfort, KY.
- KIDS NOW. (2008). *The Kentucky early childhood professional development framework*. Frankfort, KY.
- Larson, N., Henthorne, M., & Plum, B. (1994). *Transition magician* (pp. 15-16). St. Paul, MN: Redleaf Press.
- Little, P. (1998). [Family involvement in early childhood programs: How to choose the right program for your child](#). Retrieved March 8, 2010
- National Association for the Education of Young Children (2011). [Code of ethical conduct and statement of commitment](#). Retrieved on October 28, 2013
- New Jersey. (nd). [Something cool after school. Technical Assistance Paper Number 1](#). Retrieved August 28, 2009
- Plaut, M. (nd). *What does it mean to be a member of a profession?* Retrieved June 30, 2009, from http://medschool.umaryland.edu/Professionalism/professionalism_dmrt.pdf.
- Robertson, C. (2002). *Safety, nutrition, and health in child care*. Albany, NY: Delmar.
- Saifer, S. (1990). *Practical solutions to practically every problem*. St. Paul, MN: Redleaf Press.
- Therrell, J.A., Brown, P., Sutterby, J.A., & Thornton, C.D. (2002). *Age determination guidelines: Relating children's ages to toy characteristics and play behavior*. Washington, DC: U.S. Consumer Product Safety Commission.
- Trister-Dodge, D., Gosselin-Koralek, D., & Pizzolongo, P.J. (1989). *Caring for preschool children volume 1*. Washington, DC: Teaching Strategies, Inc.
- Weisberg, C. (2004/2005). [Shared and safe spaces](#). Retrieved August 28, 2009
- Weiss, Caspe, & Lopez. (2006). [Family involvement in early childhood education](#). Retrieved March 8, 2010

Recommended Websites

[The National Association for the Education of Young Children \(NAEYC\)](https://www.naeyc.org/) is the nation's largest and most influential organization of early childhood educators and others dedicated to improving the quality of programs for children from birth through third grade. NAEYC's annual conference is the world's largest meeting of early care and education professionals. Resources available at this web site include information about NAEYC accreditation and a series of short articles titled "Early Years are Learning Years." <https://www.naeyc.org/>

[The National Association for Family Child Care \(NAFCC\)](https://www.nafcc.org/) sponsors a national family child care conference and provides technical assistance to family child care associations. <https://www.nafcc.org/>

[ZERO TO THREE](https://www.zerotothree.org/) is a national nonprofit organization that informs, trains and supports professionals, policymakers and parents in their efforts to improve the lives of infants and toddlers. Their website contains a wealth of information and downloadable documents for both professionals and families. <https://www.zerotothree.org/>

[Documents and information related to Kentucky All STARS](https://kidsnow.ky.gov/professionals/Pages/kentucky-allstars.aspx) Kentucky All STARS is Kentucky's expanded five-star quality rating and improvement system for early care and education programs. <https://kidsnow.ky.gov/professionals/Pages/kentucky-allstars.aspx>

See page 17 for additional recommended websites related to brain development.