Definition of Early Care and Education

The provision of basic physical, social, emotional and intellectual needs of children who are away from their immediate family.
Reasons for the Need for Child Care

- Less help available from the extended family
- More employed mothers
- Need for two incomes
- More single parent households
- A greater number of career-oriented parents
Types of Child Care and Education Programs

- Child Care Center
- Family Child Care Home
- Head Start and Early Head Start
- Arkansas Better Chance (ABC) and ABC for School Success
- School Age and Youth Programs
- HIPPY Programs
- Laboratory Schools
- Nursery Schools and Part-Day Preschool Programs
- Programs for Children with Special Needs
Why?
Research Says Quality Counts!

Children who attend high-quality early childhood programs get a better start in school and have higher graduation rates.

(MacGregor & Oppenheim, 2002)

Children who received low-quality care in their first 4½ years had academic and obedience problems that lasted through their 15th birthdays, suggesting the potential for lifelong difficulties.

(Vandell, Belsky, Burchinal, Steinberg & Vanderfrift, 2010)
Quality Care
=
Care and Education
Elements of Quality Child Care

- Experiences
- Caregivers
- Environment
Levels of Quality

The Ceiling – Includes higher standards such as qualifications of staff and staff training, staff/child ratio, learning environment and assessment of the program.

The Floor – The floor is the foundation level, the *minimum standard* of quality.
Arkansas Better Beginnings

better beginnings
EVERY CHILD DESERVES OUR BEST

www.arbetterbeginnings.com
Arkansas Better Beginnings
Building Block Approach to Quality

LEVEL 3

LEVEL 2

LEVEL 1

FOUNDATION
Minimum Licensing Requirements
Arkansas Better Beginnings
Components of Building Blocks to Quality

- Administrative Policies and Procedures
- Administrator/Staff Qualifications and Professional Development
- Learning Environment
- Environmental Assessment
- Child Health and Development
Stages of Professional Development

- Survival
- Consolidation
- Renewal
- Maturity
Levels of Professional Development

▶ **Entry**
  No registered training hours, not a member of The Registry.

▶ **Foundation**
  1– registered 15 clock hours
  2– registered 30 clock hours
  3– registered 45 clock hours
      (3 semester hours)

▶ **Intermediate**
  1– CDA
      (135 clock hours or 9 semester hours)
  2– Accredited Higher Education
      (18 semester hours)

▶ **Advanced**
  1– Bachelor’s degree
      (30 semester hours)
  2– Master or doctorate
      (30 semester hours)
Arkansas Key Content Areas

1. Child Growth and Development

2. Learning Environment and Curriculum

3. Positive Interaction and Guidance

4. Family and Community

5. Child Observation and Assessment

6. Health, Safety, and Nutrition

7. Professional Development and Leadership

8. Program Planning and Management
Best Practice

- Provides Guidelines in the following areas.
  - The Learning Environment
  - Health
  - Safety
  - Guidance

- Is age appropriate.
- Is individually appropriate.
Areas of Child Development

Physical Development

Intellectual Development

Social/Emotional Development

Language Development
The Learning Environment Includes:

- Daily schedule
- Space and materials
- Relationship with caregivers
Definition of Diversity

All of the qualities people have that make them different from one another such as gender, race, culture, age and abilities.
Benefits of Inclusion for Children with Special Needs

▶ See models of typical behavior.

▶ Become a member of a community.

▶ Learn to recognize their own strengths (what they can do rather than what they can’t do).

▶ Learn to get along with other people.

▶ Receive family support.
Benefits of Inclusion for Typical Children

▸ Develop qualities such as:
  • Empathy.
  • Tolerance.
  • Recognition that all people have common emotions and feelings.

▸ Help overcome uncomfortable feelings and fears.

▸ Begin to recognize, with caregiver’s help, the strengths of children with special needs and react in a positive manner.
Definition of Assessment

Process of observing, recording, and documenting children's growth and behavior for the purpose of planning a program that meets the unique needs of each child.
Publications with Guidelines for the Care and Education of Young Children Birth through 60 Months


▶ Getting Ready for Kindergarten: A Calendar of Family Activities
Definition of Guidance

Guidance is defined as direct and indirect actions used by adults to help children learn socially acceptable behavior.
Factors Affecting Behavior

- Age
- Unique pattern of development
- Individual temperament
- Physical health
- Emotional health
- Stress
# Types of Guidance

<table>
<thead>
<tr>
<th>Direct Guidance</th>
<th>Indirect Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ What is said</td>
<td>▶ Environment</td>
</tr>
<tr>
<td>▶ Body language</td>
<td>▶ Schedules/routines</td>
</tr>
<tr>
<td>▶ Facial gestures</td>
<td>▶ Transitions</td>
</tr>
<tr>
<td></td>
<td>▶ Rules and Limits</td>
</tr>
<tr>
<td></td>
<td>▶ Learning Activities</td>
</tr>
</tbody>
</table>
Indirect Guidance

- The environment
  - Schedules and routines
  - Rules
  - Transitions
  - Learning activities
Causes of Tension

- Overstimulation
- Breaks in routines
- Noise
- Waiting for long periods of time
- Frustration
- Physical problems
- Stress
Specific Guidance Techniques

- Ignoring the behavior
- Redirection
- Natural consequences
- Logical consequences
- Calm-down period
- Problem solving
Common Difficult Behaviors

- Hitting
- Temper tantrum
- Refusing to share
- Destroying an item
- Using bad language
- Arguing
- Biting
Definition of Health

The World Health Organization defines health as “a state of complete physical, mental, and social well-being not merely the absence of disease or infirmity.”
An ounce of prevention is worth a pound of cure.
Studies Support Benefits of Handwashing

- **Operation Stop Cough** – Navel recruits who washed their hands five times a day had a rate of illness 45 percent lower than the group had the previous year.

- **Value of Handwashing in Child Care Center** – Of the teachers and children that learned and practiced specific handwashing skills, 18.9 percent caught colds as compared to 27.8 percent of the group that practiced their normal handwashing routine.
Common Ways Germs Are Spread

- Unsanitized surfaces
- Eating food handled by a sick person
- Contact with human waste (stool, urine)
- Contact with body fluids (drool, blood, nose or eye discharge)
- Direct skin to skin contact
- Touching an object which has germs on it such as a toy, the telephone, or another person’s hairbrush
- Air containing drops of water from sneezing and coughing
Procedures to Fight Germs

- Handwashing
- Diaper changing
- Disinfecting with a bleach solution
- Disinfecting toys
- Laundering and cleaning
- Toileting rooms precautions
Daily Health Checks

**Why**
Prevent spread of illness

**Why**
Learn information about child’s general health status

**Who**
Every child

**When**
When the child first arrives
Regulation 1101.1

“No child or staff shall be admitted who has a contagious or infectious disease.”
Children’s Health Issues

- Personal hygiene
- Dental hygiene
  - Diet and healthy teeth
  - Care of teeth
  - Baby bottle tooth decay (BBTD)
- Nutrition
  - Choose MyPlate
  - USDA Child Care Meal Pattern
  - Ways to Encourage Healthy Nutrition
  - Childhood Obesity
- Physical Activity for Children
- Physical Activity for Caregivers
SAFETY

Safety is defined as a condition of being secure from danger, risk or injury.
Guidelines for Supervision

- Place yourself in the position to supervise.
- Focus on the children.
- Develop rules.
- Scan the environment.
- Follow a planned system to account for all children.
- Anticipate and stop unsafe behavior.
- Be aware of safety needs of differing ages.
- Know the staff/child ratio.
# Daily Sign-In Sheet

**Facility:** ________________________________

**Classroom:** ____________________________  **Date:** _______

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>Arrive Time</th>
<th>Parent/Gard. Signature</th>
<th>Daily Health Observation</th>
<th>Leave Time</th>
<th>Parent/Gard. Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>By:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Action:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>By:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Action:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>By:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Action:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>By:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Action:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>By:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Action:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Arkansas Child Care Orientation Training Instructor Manual
Report Child Maltreatment

Physical Abuse
Neglect
Emotional Abuse
Sexual abuse

1-800-482-5964
(Child Abuse Hotline)
Teaching Children About Safety

- Model safety rules and practices.

- Teach children basic safety rules and include children in making the rules.

- Prepare children for events that are out of the ordinary routine such as field trips.

- Provide activities that teach safety concepts.