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| <p>1.1 *The provider cares about, respects, and is committed to helping each child develop to his or her full potential.</p> | <p>1.1 *The provider demonstrates interest in, respects, and is committed to helping each child develop to his or her full potential.</p> <p>References</p> <p>Piaget, J. (1976). Piaget’s theory. In Piaget and his school, 11-23. Springer.</p> <p>Van Geert, P. (1987). The structure of Erikson’s model of the eight ages: A generative approach. Human Development, 30(4), 236-254. https://doi.org/10.1159/000273181</p> <p>Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.</p> <p>Summary</p> <p>Erikson's psychosocial theory defines several stages that influence an individual's development. It provides a holistic view of development throughout the entire lifespan and the influence of social relationships on development. Piaget's cognitive theory stated that cognitive development is not just about acquiring knowledge, the child has to develop or construct a mental model of the world. Vygotsky's social learning theory is social process where the support of family, provider, peers and the wider society and culture plays a crucial role in the development of higher psychological functions. Erikson, Piaget, and Vygotsky's theories form a united explanation of the how and why providers can develop children to their fullest potential.</p> <p>Glossary</p> <p>Psychosocial theory - several stages that influence an individual's development.</p> <p>Cognitive theory - acquiring knowledge and to develop or construct a mental model of the world.</p> <p>Social learning theory - where family, provider, peers and the wider society and culture plays a crucial role in mental development.</p> <p>Explanation of change</p> <p>Added references; replaced "cares about" with "demonstrates interest in..."</p> |
| <p>1.2 Updated 2017 The provider is responsive to the needs of children and respects their individual needs for comfort to ensure that their well-being is met.</p> | <p>1.2 The provider is responsive to the needs of children.</p> <p>1.2a The provider respects children's individual needs for comfort to ensure that their well-being is met.</p> <p>References</p> <p>Maslow, A. H. (1943). A theory of human motivation. Psychological Review, 50, 370-396.</p> |

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| | <p>Summary Maslow’s hierarchy of needs focuses on a series of needs to explain successful human motivation - physiological, safety, love, esteem and self-actualization.</p> <p>Glossary Maslow’s hierarchy of needs - physiological, safety, love, esteem and self-actualization.</p> <p>Explanation of change Added references; separated indicators</p> |
| <p>1.3 The provider holds or carries infants frequently, depending on their individual preferences as shown by expressions of discomfort, such as crying or fussing, as well as their expression of well-being, such as smiling and cooing, as well as their body language of settling in or pulling away.</p> | <p>1.3 The provider holds or carries infants depending on their individual preferences as shown by expressions of discomfort, such as crying or fussing, expression of well-being, such as smiling and cooing, as well as their body language of settling in or pulling away.</p> <p>References Bowlby, J. (1960). Separation anxiety. T. Forslund & R. DuschinskyIn (Eds.), Attachment theory and research: A reader. Wiley & Sons Publications</p> <p>Cekaite, A. & Kvist, M. H. (2017). The comforting touch: Tactile intimacy and talk in managing children’s distress. Research on Language and Social Interaction, 50(2), 1-19. http://doi.org/10.1080/08351813.2017.1301293</p> <p>Summary Touch signals safety and trust, it soothes. It activates the body's vagus nerve, which is intimately involved with our compassionate response, and a simple touch can trigger release of oxytocin which some call the "love hormone."</p> <p>Glossary Separation anxiety - recurrent and excessive distress about anticipating or being away from home or loved ones.</p> <p>Explanation of change Added references; removed word "frequently" to depending on needs of each child</p> |
| <p>1.4 *The provider is sincere and comfortable with children and enjoys being around them.</p> | <p>1.4* The provider is sincere and comfortable with children.</p> <p>1.4a* The provider enjoys being around them as indicated by body language and verbal interactions.</p> <p>References Bowlby, J. (1960). Separation anxiety. T. Forslund & R. DuschinskyIn (Eds.), Attachment theory and research: A reader. Wiley & Sons Publications</p> <p>Hawk, B. N., McCall, R. B., Groark, C. J., Muhamedrahimov, R. J., Palmov, O. I.,</p> |

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| | <p>& Nikiforova, N. V. (2018). Caregiver sensitivity and consistency and children's prior family experience as contexts for early development within institutions. <i>Infant mental health journal</i>, 39(4), 432-448. https://doi.org/10.1002/imhj.21721</p> <p>Summary Touch signals safety and trust, it soothes. It activates the body's vagus nerve, which is intimately involved with our compassionate response, and a simple touch can trigger release of oxytocin which some call the "love hormone."</p> <p>Glossary Separation anxiety - recurrent and excessive distress about anticipating or being away from home or loved ones.</p> <p>Explanation of change Added references; separated indicators</p> |
| <p>1.5 *The provider observes and documents children's abilities and behavior, including but not limited to, verbal, non-verbal, and body language. The provider uses this information to coordinate and adapt activities, routines, and interactions to meet the needs of each individual child.</p> | <p>1.5 *The provider observes and documents children's abilities and behavior, including but not limited to, verbal, non-verbal, and body language.</p> <p>1.5a* The provider uses documentation to coordinate and adapt activities, routines, and interactions to meet the needs of the individual child.</p> <p>References Cople, C. & Bredekamp, S. (2009). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. NAEYC. http://doi.org/10.1080/10476210.2012.711815</p> <p>Rintakorpi, K. (2016). Documenting with early childhood education teachers: pedagogical documentation as a tool for developing early childhood pedagogy and practices. <i>Early Years</i>, 36(4), 399-412. https://doi.org/10.1080/09575146.2016.1145628</p> <p>Skare, R. (2009). Complementarity: A concept for document analysis?. <i>Journal of Documentation</i>, 65(5), 834-840. https://doi.org/10.1108/00220410910983137</p> <p>Summary Using documentation empowered the teachers as professionals, helped them communicate with parents and children, and guided them to focus on the children's views. Document theory examines the concept of a document and how it can serve with other concepts to understand communication, documentation, information, and knowledge.</p> <p>Glossary Document theory is a field that examines both the concept of a document and how it can serve with other concepts to understand better the complex areas of communication, documentation, information, and knowledge.</p> |

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| | <p>Explanation of change Added references; separated indicators</p> |
| <p>1.6 The provider seeks information about each family's cultural traditions and is sensitive to them when responding to the children and families.</p> | <p>1.6 The provider seeks information about each family's cultural traditions.</p> <p>1.6a The provider is sensitive to each family's cultural traditions when responding to the children and families.</p> <p>References Garcia Coll, C. T., & Magnuson, K. (2000). Cultural differences as sources of developmental vulnerabilities and resources: A view from developmental research. In S. J. Meisels & J. P. Shonkoff (Eds.), <i>Handbook of early childhood intervention</i>, 94-111. Cambridge University Press.</p> <p>Schwartz, S. (2006). A Theory of Cultural Value Orientations: Explication and Applications, <i>Comparative Sociology</i>, 5(2-3), 137-182. doi: https://doi.org/10.1163/156913306778667357</p> <p>Vygotsky, L. S. (1978). <i>Mind in society: The development of higher psychological processes</i>. Harvard University Press.</p> <p>Summary Research suggests adults who engage children in culturally responsive educational experiences help to build young children's self-confidence and skills; increase children's awareness, appreciation, and inclusion of diverse beliefs and cultures; and maximize children's academic achievement and educational success.</p> <p>Glossary Cultural difference theory stresses that it is important for teachers to be aware of the difference between the school atmosphere and the home environment.</p> <p>Social learning theory - where family, provider, peers and the wider society and culture plays a crucial role in mental development.</p> <p>Explanation of change Added references; separated indicators</p> |
| <p>1.7 The provider shows positive attitudes toward adapting for individual children's needs, such as, but not limited to, bottle weaning, diapering, toilet learning,</p> | <p>1.7 The provider shows positive attitudes toward adapting for individual children's needs, such as, but not limited to, bottle weaning, diapering, toilet learning, positive guidance techniques, and additional individual needs.</p> <p>References Burman J. (2021). The genetic epistemology of Jean Piaget. <i>Oxford Research Encyclopedia of Psychology</i>. Oxford University Press. https://doi.org/10.1093/acrefore/9780190236557.013.521</p> |

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| <p>discipline, and additional individual needs.</p> | <p>Summary Adaptation is the ability to adjust to new information and experiences. Learning is essentially adapting to our constantly changing environment. Through adaptation, we are able to adopt new behaviors that allow us to cope with change. Piaget suggested that children sort the knowledge they acquire through their experiences and interactions into groupings known as schemas. When new information is acquired, it can either be assimilated into existing schemas or accommodated through revising an existing schema or creating an entirely new category of information.</p> <p>Glossary Assimilate - to become or cause to become part of Accommodate - to provide with something desired, needed, or suited</p> <p>Explanation of change Added references; replace "discipline" with "positive guidance techniques."</p> |
| <p>1.8 The provider recognizes signs of stress in children's behavior and responds with appropriate stress-reducing activities.</p> | <p>1.8 The provider recognizes signs of stress in children's behavior.</p> <p>1.8a The provider responds to children's signs of stress with appropriate stress-reducing activities.</p> <p>References Burman J. (2021). The genetic epistemology of Jean Piaget. Oxford Research Encyclopedia of Psychology. Oxford University Press. https://doi.org/10.1093/acrefore/9780190236557.013.521</p> <p>Scheeringa, M.S., Zeanah, C.H., Drell, M.J., & Larrieu, J.A. (1995). Two approaches to the diagnosis of posttraumatic stress disorder in infancy and early childhood, <i>Journal of the American Academy of Child & Adolescent Psychiatry</i>, 34(2), 91-200. https://doi.org/10.1097/00004583-199502000-00014.</p> <p>Summary Clinicians ought to be aware that infants and young children can develop posttraumatic disorders after traumatic events. When experiences introduce new information or information that conflicts with existing schemas, you must accommodate this new learning in order to ensure that what's inside your head conforms to what's outside in the real world. Adaptation is the ability to adjust to new information and experiences. Learning is essentially adapting to our constantly changing environment. Through adaptation, we are able to adopt new behaviors that allow us to cope with change. Piaget suggested that children sort the knowledge they acquire through their experiences and interactions into groupings known as schemas. When new information is acquired, it can either be assimilated into existing schemas or accommodated through revising an existing schema or creating an entirely new category of information.</p> |

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| | <p>Glossary Assimilate - to become or cause to become part of Accommodate - to provide with something desired, needed, or suited</p> <p>Explanation of change Added references; separated indicators</p> |
| <p>1.9 Updated 2017 *No form of physical punishment or humiliation is ever used by the provider, or anyone who comes in contact with children in the family child care home (FCCH). Children are never yelled at, bullied, criticized, shamed, teased hurtfully, threatened, or physically roughed in any way.</p> | <p>1.9 *No form of physical punishment or physically roughness in any way is ever used by the provider, or anyone who comes in contact with children in the family child care home.</p> <p>1.9a* No form of emotional or psychological abuse is ever used by the provider, or anyone who comes in contact with children in the family child care home. Verbal abuse consists of verbal abuse such as yelling, bullying, criticism, shaming, teasing hurtfully, and/or threatening,</p> <p>References Children's Bureau: An office of the administration for children & families. (2021). The Child Abuse Prevention and Treatment Act. U.S. Department of Health & Human Services. https://www.acf.hhs.gov/cb/laws-policies/federal-laws/legislation</p> <p>Summary Research has identified a number of caregiver factors that potentially contribute to maltreatment. These include substance use, unresolved mental health issues, the young age of a caregiver, lack of education, difficulty bonding or nurturing with the child, prior history of child abuse, or other trauma. Protective factors that can help build on the strengths of caregivers include support networks, employment, education, access to services, stress management, and other attributes that build resilience.</p> <p>Glossary None</p> <p>Explanation of change Added references; separated indicators; identified "emotional or psychological abuse" and gave examples</p> |
| <p>1.10 *The provider encourages parents to visit any time their children are present.</p> | <p>1.10 *The provider encourages families to visit any time their children are present in the family child care home.</p> <p>References Porter, T., Bromer, J., & Forry, N. (2015). Assessing quality in family and provider/teacher relationships: Using the family and provider-teacher relationships quality (FPTRQ) measures in conjunction with Strengthening</p> |

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| | <p>Families and the Head Start parent, family and community engagement frameworks and their self-assessment tools. OPRE Report 2015-56. Office of Planning, Research and Evaluation, Administration for Children and Families, US Department of Health and Human Services. https://www.acf.hhs.gov/sites/default/files/opre/assessing_quality_in_family_provider_teacher_relationships_a.pdf</p> <p>Summary An open-door policy allows parents to visit their children in our facilities any time they wish. Participation by parents, guardians and families conveys a positive impression to children and allows them to feel supported and promotes a sense of belonging. When access is restricted, areas observable by the parents/guardians may not reflect the care the children actually receive.</p> <p>Glossary Open door policy -allows parents to visit their children in our facilities any time they wish.</p> <p>Explanation of change Added references; added " in the family child care home."</p> |
| <p>1.11 *The provider is available to communicate with parents when children are present, or regularly checks for messages from parents.</p> | <p>1.11 *The provider is available to communicate with families/guardians when children are present, or regularly checks and responds to messages from family members or guardians. Communication may be using technology, phone, or in person.</p> <p>References Division for Early Childhood (DEC). (2014). DEC recommended practices in early intervention/early childhood special education 2014. http://www.dec-sped.org/recommendedpractices</p> <p>Faulkner, P. & Simpson, T. (2017). The philosophy of trust. Oxford Scholarship Online. https://doi.org/10.1093/acprof:oso/9780198732549.001.0001</p> <p>Fitzpatrick, J. Friedman, J., & Lawrence, J. (1983). Adult development theories and Erik Erikson's life-cycle model: A critical assessment. <i>Bulletin of the Menninger Clinic</i>, 47(5).</p> <p>Gauvreau, A. N., & Sandall, S. R. (2019). Using mobile technologies to communicate with parents and caregivers. <i>Young Exceptional Children</i>, 22(3), 115-126. https://doi.org/10.1177/1096250617726530</p> <p>Summary Parent involvement and communication between families and their child's school is the hallmark of a high-quality early childhood program. In interpersonal relationships, trust refers to the confidence that a person or</p> |

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| | <p>group of people has in the reliability of another person or group; specifically, it is the degree to which each party feels that they can depend on the other party to do what they say they will do. Reference to Erik Erikson's theory on psychosocial development, specifically trust.</p> <p>Glossary None</p> <p>Explanation of change Added references; replaced "parents" with "families/guardians"; added "responds to:" added ways to communicate.</p> |
| <p>1.12 The provider respects diverse family structures and recognizes the strengths of each family.</p> | <p>1.12 No change</p> <p>References</p> <p>Copple, C., & Bredekamp, S. (2009). Developmentally appropriate practice in early childhood programs serving children from birth through age 8 (3rd ed). NAEYC.</p> <p>Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes, Harvard University Press.</p> <p>Summary Vygotsky's sociocultural theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. NAEYC defines "developmentally appropriate practice" as methods that promote each child's optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning.</p> <p>Glossary Developmentally appropriate practice - child development, individually, & cultural context apply to all aspects of educators' decision-making in their work to foster each child's optimal development and learning.</p> <p>Explanation of change Added references</p> |
| <p>1.13 The provider is attentive to parents' specific requests, preferences, and values, and individualizes each child's care as appropriate.</p> | <p>1.13 The provider is attentive to parents' specific requests, preferences, and values.</p> <p>1.13a The provider individualizes each child's care as appropriate.</p> <p>References Copple, C., & Bredekamp, S. (2009). Developmentally appropriate practice in early childhood programs serving children from birth through age 8 (3rd ed). NAEYC.</p> |

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| | <p>Vygotsky, L. S. (1978). <i>Mind in Society: The Development of Higher Psychological Processes</i>, Harvard University Press.</p> <p>Summary Vygotsky's sociocultural theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. NAEYC defines “developmentally appropriate practice” as methods that promote each child’s optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning.</p> <p>Glossary Developmentally appropriate practice - child development, individually, & cultural context apply to all aspects of educators’ decision-making in their work to foster each child’s optimal development and learning.</p> <p>Explanation of change Added references; separated indicators</p> |
| <p>1.14 The provider keeps parents informed about how their children are spending their time in care. This happens daily for infants and toddlers and at least weekly for older children.</p> | <p>1.14 The provider keeps families informed about how their children are spending their time in care on a daily basis.</p> <p>References Division for Early Childhood (DEC). (2014). DEC recommended practices in early intervention/early childhood special education 2014. http://www.dec-sped.org/recommendedpractices</p> <p>Faulkner, P. & Simpson, T. (2017). The philosophy of trust. Oxford Scholarship Online. https://doi.org/10.1093/acprof:oso/9780198732549.001.0001</p> <p>Fitzpatrick, J. Friedman, J., & Lawrence, J. (1983). Adult development theories and Erik Erikson's life-cycle model: A critical assessment. <i>Bulletin of the Menninger Clinic</i>, 47(5).</p> <p>Gauvreau, A. N., & Sandall, S. R. (2019). Using mobile technologies to communicate with parents and caregivers. <i>Young Exceptional Children</i>, 22(3), 115-126. https://doi.org/10.1177/1096250617726530</p> <p>Summary Parent involvement and communication between families and their child's school is the hallmark of a high-quality early childhood program. In interpersonal relationships, trust refers to the confidence that a person or group of people has in the reliability of another person or group; specifically, it is the degree to which each party feels that they can depend on the other party to do what they say they will do. Reference to Erik Erikson's theory on psychosocial development, specifically trust.</p> |

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| | <p>Glossary None</p> <p>Explanation of change Added references; replaced ages groups and different timing for the phrase, on a daily basis."</p> |
| <p>1.15 The provider engages in and maintains open communication with each family.</p> | <p>Remove</p> <p>Explanation of change Added references; this indicator is an umbrella for previous indicators on communication.</p> |
| <p>1.16 In addition to ongoing conversations, the provider has a conference with each child's parents/guardians at least once per year. Together they review the child's progress and needs and set goals for the child.</p> | <p>1.16 In addition to ongoing conversations about children's progress, the provider has a scheduled conference with each child's parents/guardians at least twice per year.</p> <p>1.16a The provider and family/guardian review the child's developmental and academic progress and needs.</p> <p>1.16b The provider, with family/guardian input, set developmental and academic goals for the child.</p> <p>References Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. <i>Psychological review</i>, 84(2), 191. https://doi.org/10.1037/0033-295X.84.2.191</p> <p>Harms, T., Cryer, D., Clifford, R. M., & Yazejian, N. (2019). <i>Family child care environment rating scale (3rd.ed.)</i>. Teachers College Press.</p> <p>Locke, E. A., & Latham, G. P. (2013). Goal Setting Theory. In G. P. Latham & E. A. Locke (Eds), <i>New developments in goal setting and task performance</i>, 27-39). Routledge.</p> <p>Summary Edwin Locke put forward the goal-setting theory of motivation. This theory states that goal setting is essentially linked to task performance. It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance. Bandura's self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments. Insights of formative assessment gained from this ongoing classroom assessment process can help teachers shape instruction and guide student efforts.</p> <p>Glossary Formative assessment - thinking and learning processes are supported when students are given information and feedback regarding the learning criteria and standards by which they are assessed.</p> |

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| | <p>Explanation of change Added references; separate indicators; added "scheduled and developmental and academic;" changed to 2 times per year; changed to "family/guardian input" concerning goals.</p> |
| <p>1.17 The provider shares concerns with parents when they arise, and together they develop a mutually satisfying plan of action.</p> | <p>1.17 The provider shares concerns with families/guardians when they arise, and together they develop a mutually agreed upon plan of action.</p> <p>References Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. <i>Psychological review</i>, 84(2), 191. https://doi.org/10.1037/0033-295X.84.2.191</p> <p>Locke, E. A., & Latham, G. P. (2013). Goal Setting Theory. In G. P. Latham & E. A. Locke (Eds), <i>New developments in goal setting and task performance</i>, 27-39). Routledge.</p> <p>Summary Edwin Locke put forward the goal-setting theory of motivation. This theory states that goal setting is essentially linked to task performance. It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance. Bandura's self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments. Insights of formative assessment gained from this ongoing classroom assessment process can help teachers shape instruction and guide student efforts.</p> <p>Glossary Formative assessment - thinking and learning processes are supported when students are given information and feedback regarding the learning criteria and standards by which they are assessed.</p> <p>Explanation of change Added references; replaced "parents" with "families/guardians;" replaced "satisfying" with "agreed upon"</p> |
| <p>1.18 The provider encourages breastfeeding and offers a place for on-site breastfeeding.</p> | <p>1.18 The provider encourages breastfeeding and offers a place for on-site breastfeeding.</p> <p>1.18a The on-site breastfeeding area should be private, with an outlet, and seating.</p> <p>References Altman I (1975) <i>The environment and social behavior: privacy, personal space, territory, crowding</i>. Brooks/Cole.</p> <p>Miller, C. W. & Wojnar, D. (2019). Breastfeeding Support Guided by Swanson's Theory of Caring, <i>The American Journal of Maternal/Child Nursing</i>, 44(6), 351-356. https://doi.org/10.1097/NMC.0000000000000570</p> |

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| | <p>Westin AF (2003) Social and political dimensions of privacy. <i>Journal of Social Issues</i>, 59(2), 431-453. https://doi.org/10.1111/1540-4560.00072</p> <p>Summary Privacy is viewed in three aspects, which include non-intrusion into a person's space, Most people value their personal space and feel discomfort, anger, or anxiety when there. personal space is encroached. Providing breastfeeding support consistent with research evidence and underpinnings of Swanson's Theory of Caring may help women build trusting relationships with clinicians and feel confident in meeting their breastfeeding goals.</p> <p>Glossary Personal space - the region surrounding a person which they regard as psychologically theirs.</p> <p>Swanson's Theory of Caring - idea that when nurses demonstrate they care about patients, it is as important to patient well-being as the clinical activities provided.</p> <p>Explanation of change Added references; added minimum requirements for the breastfeeding area.</p> |
| <p>1.19 The provider supports children in developing friendships with each other. The provider supports children in finding positive ways to interact with others.</p> | <p>1.19 The provider supports children to develop friendships by finding, demonstrating, and recognizing positive ways to interact with each other.</p> <p>References Bandura, A. (1977). <i>Social learning theory</i>. Prentice-Hall.</p> <p>Perlman, D., & Fehr, B. (1986). <i>Theories of friendship: An analysis of interpersonal attraction</i>. In V.J. Derlega & B. A. Winstead (Eds.), <i>Friendship and social interaction</i>. Springer-Verlag.</p> <p>Summary There are several factors that increase chances of friendship. In early childhood the law of attraction and mere exposure to another in the ECE environment reinforces the likelihood of developing friendships. Bandura's social learning theory proposed that learning can occur simply by observing the actions of others.</p> <p>Glossary Law of Attraction - similar attitudes attract</p> <p>Matching Hypothesis - romantic partners tend to be similarly attractive.</p> <p>Mere Exposure Theory - exposure to people increases liking.</p> <p>Explanation of change Added references; removed some duplication of wording</p> |

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| <p>1.20 The provider supports children in identifying and describing their own feelings and those of others.</p> | <p>1.20 The provider supports children in identifying and describing their feelings and recognizing feelings of others.</p> <p>References</p> <p>Kelley, H. H. (1967). Attribution theory in social psychology. In D. Levine (ed.), Nebraska Symposium on Motivation (Volume 15, pp. 192-238). Lincoln: University of Nebraska Press.</p> <p>Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes, Harvard University Press.</p> <p>Summary</p> <p>Heider's attribution theory attempts to explain some of the causes of our behavior to be able to understand the reason for the actions you take and understand the reasons behind the actions other people take. Vygotsky believed that language develops from social interactions, for communicating with the outside world.</p> <p>Glossary</p> <p>Attribution theory - supposes that one attempts to understand the behavior of others by attributing feelings, beliefs, and intentions to them.</p> <p>Explanation of change</p> <p>Added references; replace "those" with "recognizing feelings"</p> |
| <p>1.21. The provider encourages children to help and support each other.</p> | <p>1.21 No change</p> <p>References</p> <p>Piaget, J. (1932/1997). The moral judgment of the child. The Free Press.</p> <p>Warneken, F., and Tomasello, M. (2007). Helping and cooperation at 14 months of age. <i>Infancy</i> 11, 271-294. https://doi.org/10.1111/j.1532-7078.2007.tb00227.x</p> <p>Summary</p> <p>Young children begin to help others soon after their first birthday (Warneken and Tomasello, 2007). Children's earliest form of helping, appearing as early as 14 months (Warneken and Tomasello, 2007), is often called instrumental helping, as it involves aiding an adult complete a thwarted goal, such as retrieving a dropped object, or opening a door.</p> <p>Glossary</p> <p>Instrumental helping - offering help or assistance in a tangible and/or physical way, such as providing money to someone who's lost their job or helping someone who's bedridden by preparing dinner.</p> |

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| | <p>Explanation of change Added references</p> |
| <p>1.22 Children are engaged in play, activities, or conversations with each other and the environment reflects positive affect.</p> | <p>1.22 Children are engaged in play, activities, or conversations with each other throughout the day.</p> <p>1.22a The family child care setting reflects a positive social and emotional environment built on caring and responsive relationships.</p> <p>References Bowlby, J. (1988). Attachment, communication, and the therapeutic process. A secure base: Parent-child attachment and healthy human development, 137-157.</p> <p>Piaget, J. (1952). The Origins of Intelligence in Children. W.W. Norton & Co. https://doi.org/10.1037/11494-000</p> <p>Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.</p> <p>Summary Piaget viewed play as integral to the development of intelligence in children. His theory of play argues that as the child matures, their environment and play should encourage further cognitive and language development. In Vygotsky's cultural-historical theory, play is an important part of early childhood. Vygotsky believed that play promotes cognitive, social, and emotional development in children. Bowlby's evolutionary theory of attachment suggests that children come into the world biologically pre-programmed to form attachments with others, because this will help them to survive. A child has an innate need to attach to one main attachment figure.</p> <p>Glossary None</p> <p>Explanation of change Added references; separated indicators; replaced "affect" with "social and emotional environment built on caring and responsive relationships."</p> |
| <p>1.23 When the provider's own child is a part of the program, the provider balances the roles of parent and caregiver to make this a positive experience for all.</p> | <p>1.23 When the provider's child(ren) is/are a part of the family child program, the provider balances their roles of parent and provider to create a positive social and emotional environment built on caring and responsive relationships.</p> <p>References National Center on Parent, Family and Community Engagement. (2013). Positive parent-child relationships. Early Childhood National Centers, Administration for Children and Families, U.S. Department of Health and Human Services. http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/parent-child-relationships.pdf</p> |

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| | <p>Piaget, J. (1952). <i>The Origins of Intelligence in Children</i>. W.W. Norton & Co. APA PsycNet</p> <p>Vygotsky, L. S. (1978). <i>Mind in society: The development of higher psychological processes</i>. Harvard University Press.</p> <p>Summary Strong, positive relationships contribute to healthy childhood development and are necessary for children's well-being and learning. Building and maintaining caring and responsive relationships with children, families and colleagues is fundamental to the practice of responsive and caring relationships. .</p> <p>Glossary None</p> <p>Explanation of change Added references; replaced "experience for all" with "social and emotional environment built on caring and responsive relationships."</p> |
| <p>1.24 The provider's family members are courteous and respectful when they interact with the children in care and their families.</p> | <p>1.24 Anyone residing in the provider's home are courteous and respectful when they interact with the children in care and their families.</p> <p>References Kiseleva, E. M., Nekrasova, M. L., Mayorova, M. A., Rudenko, M. N., & Kankhva, V. S. (2016). The theory and practice of customer loyalty management and customer focus in the enterprise activity. <i>International Review of Management and Marketing</i>, 6(6S), 95-103. https://www.econjournals.com</p> <p>National Center on Parent, Family and Community Engagement. (2013). Positive parent-child relationships. Early Childhood National Centers, Administration for Children and Families, U.S. Department of Health and Human Services. http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/parent-child-relationships.pdf</p> <p>Vygotsky, L. S. (1978). <i>Mind in society: The development of higher psychological processes</i>. Harvard University Press.</p> <p>Summary Building and maintaining caring and responsive relationships with children, families and colleagues is fundamental to the practice of responsive and caring relationships. The customer loyalty theory attempts to define what drives loyalty in customers and can represent an effective tool for gaining and retaining your hard-won patrons. Business owners who witness repeat customers know on an intuitive level that customer loyalty is an invaluable commodity. Incorporating the precepts of the customer loyalty theory into daily dealings can influence the creation of more business.</p> |

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| | <p>Glossary None</p> <p>Explanation of change Added references; replaced, "the provider's family members" with "anyone residing in the provider's home"</p> |
| <p>1.25 The provider plans occasional activities where the child care families can get together.</p> | <p>1.25 The provider plans occasional activities that promote family connection and engagement in consideration of families’ interests, culture, and time availability.</p> <p>References Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and design. Harvard University Press.</p> <p>Head Start. (2022). Family Engagement in Early Care and Education Learning Series. U.S. Department of Health & Human Services. https://eclkc.ohs.acf.hhs.gov/family-engagement/article/family-engagement-early-care-education-learning-series</p> <p>Summary Bronfenbrenner’s bioecological systems theory asserted that child and youth development is influenced by family, peers, schools, communities, sociocultural belief systems, policy regimes, and the economy. According to the National Association for Family, School and Community Engagement (NAFSCE), family engagement is: A shared responsibility involving schools and other community agencies engaging families in meaningful ways to support the learning and development of children. Continuous, meaning it extends past childhood and throughout a family member-child relationship, even as children reach adulthood. Not locational, meaning it takes place in multiple settings including at home, in school or other learning environments, as well as other community programs.</p> <p>Glossary Bronfenbrenner’s bioecological systems theory - child and youth development is influenced by many different “contexts,” “settings,” or “ecologies.”</p> <p>Explanation of change Added references; replaced "where the child care families can get together" with "that promote family connection and engagement."</p> |
| <p>1.26 The provider has the social support of friends, family, and other providers, and participates in</p> | <p>1.26 The provider has a social, supportive network.</p> <p>1.26a The provider participates in local/state/national family child care associations and community events and/or organizations.</p> |

community events
and/or organizations.

References

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.

Knowles, M. S. and Knowles, H. F. (1955) *How to Develop Better Leaders*. Association Press.

Smith, M. K. (2002) 'Malcolm Knowles, informal adult education, self-direction and andragogy', *The encyclopedia of pedagogy and informal education*. [<https://infed.org/mobi/malcolm-knowles-informal-adult-education-self-direction-and-andragogy/>].

Summary

Bronfenbrenner's bioecological systems theory asserted that child and youth development is influenced by family, peers, schools, communities, sociocultural belief systems, policy regimes, and the economy. Knowles' theory of andragogy is an attempt to develop a theory specifically for adult learning.

Adults learn differently than children. Knowles emphasizes that adults are self-directed and expect to take responsibility for decisions. Adult learning programs must accommodate this fundamental aspect. Our brains have an element of plasticity to them that help us learn and grow. With every repetition of a thought, we reinforce a neural pathway. When we learn something new, we create a new pathway. The connections in our brain are constantly getting stronger or weaker, creating new pathways or strengthening older ones. Younger people have brains that are more plastic, so changes are easier for them. As we age, our brains become less plastic and we are more fixed in what we believe and know. That is a direct struggle for learners who are trying to take on new concepts, forge new pathways, and more. Adult learners may have a harder time understanding new things simply because their brains are less plastic. While this is a difficulty, it isn't something that is insurmountable when it comes to adult learning.

It can be overwhelming to try and tackle earning post-secondary credentials and degrees without support. Students may find they don't have the support system they need in place to be able to tackle the difficulty of classes and learning. Find experiences to help facilitate learning. Adult learners can greatly benefit from finding ways to get hands-on learning. Finding internships, job shadow opportunities, projects, and other experiential opportunities can help them get a firmer grasp of their learning and be more excited about how it will translate to real-life.

Glossary

Bronfenbrenner's bioecological systems theory - child and youth

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| | <p>development is influenced by many different “contexts,” “settings,” or “ecologies.”</p> <p>Andragogy (adult learning) - a theory that holds a set of assumptions about how adults learn.</p> <p>Explanation of change Added references; separated indicators; replace, "friends, family, and other providers," with "network;" added, “local/state/national family child care associations and.”</p> |
| <p>1.27 The provider offers a variety of ways for parents to be involved in the child care program. Consideration is given to the parents’ interests, culture, and time availability. Although involvement is encouraged, it is never required.</p> | <p>1.27 is Incorporated with 1.25</p> |
| <p>1.28 If parents do not speak the language of the provider, the provider finds an effective way to communicate with them.</p> | <p>1.28 If the provider does not speak or write in the language of the family/guardian and there is no translator or interpreter, the provider finds a means of communicating with the family/guardian in their language.</p> <p>References Dubis, S. (2015) Communicating with parents of children with special needs in Saudi Arabia: Parents and teachers perceptions of using email for regular and on-going communication. <i>British Journal of Special Education</i>, 42(2). https://doi.org/10.1111/1467-8578.12061</p> <p>Vygotsky, L. S. (1978). <i>Mind in society: The development of higher psychological processes</i>. Harvard University Press.</p> <p>Summary Maintaining this language helps the child value his or her culture and heritage, which contributes to a positive self-concept. Research shows that communicating in the family’s native language plays a significant role in maintaining their identity and promote social interaction with the caregiver. It has been shown that effective communication between the home and school environments helps to improve a student’s academic achievement and behavioral development.</p> <p>Glossary None</p> <p>Explanation of change</p> |

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| | <p>Added references; reworded to include written communication, translator or interpreter</p> |
| <p>1.29 Provider and parents work together on issues such as guidance/discipline, eating, toileting, etc.; always keeping in mind the best interest of the child.</p> | <p>1.29 Provider and family/guardian work together on transition issues such as guidance/discipline, eating, toileting, etc. always keeping in mind the developmentally appropriate method of the issue and best interest of the child.</p> <p>References Vogler, P., Crivello, G. and Woodhead, M. (2008) Early childhood transitions research: A review of concepts, theory, and practice. Working Paper No. 48. The Hague, The Netherlands: Bernard van Leer Foundation</p> <p>Summary Children face many important changes in the first eight years of life, including different learning centers, social groups, roles and expectations. Their ability to adapt to such a dynamic and evolving environment directly affects their sense of identity and status within their community.</p> <p>Glossary</p> <p>Explanation of change Added references; inserted "transition" and "developmentally appropriate method"</p> |