

<p>2.1 The areas of the home used by children are welcoming and friendly, appearing like a family home, a small preschool, or a combination of the two.</p>	<p>2.1 The areas of the small or large family child care setting used by children are welcoming and friendly and reflect the children and families who attend, those that live in the surrounding community, and the diversity of children and families in the world.</p> <p>2.1a The small or large family child care home may appear as a private residence and early childhood education program with at least one area in the residence specifically designated for the child care program.</p> <p>2.1b The large family child care home in a non-residential facility will appear as an early childhood education program with most of the areas specifically designated for the child care program.</p> <p>References</p> <p>American Academy of Pediatrics. (2019). <i>Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs</i> (4th ed.). Itasca, IL: American Academy of Pediatrics. 5.1.1.1.: Location of center</p> <p>Kapasi, I., & Galloway, L. (2015). Work-Life Balance in Home-Based Businesses: A UK Study. <i>The International Journal of Entrepreneurship and Innovation</i>, 16(1), 33-42. https://doi.org/10.5367/ijei.2015.0170</p> <p>Kaiser, B. & Rasminsky, J.S. (2020). Valuing Diversity: Developing a Deeper Understanding of All Young Children's Behavior. <i>Teaching Young Children</i>. https://www.naeyc.org</p> <p>Paulsell, D., Porter, T., Kirby, G., Boller, K., Martin, E. S., Burwick, A., Ross, C., & Begnoche, C. (2010). Supporting quality in home-base child care: Initiative design and evaluation options. <i>Mathematica Policy Research</i>.</p> <p>Soto, A., Smith, T. B., Griner, D., Rodriguez, M. D., & Bernal, G. (2019). Cultural adaptations and multicultural competence. In J. C. Norcross & B. E. Wampold (Eds.), <i>Psychotherapy relationships that work: Evidence-based therapist responsiveness</i>, 86-132, Oxford University Press. https://doi.org/10.1093/med-psych/9780190843960.003.0004</p> <p>Tunlid, S. (2018). Educational differences in women's work-family conflict: Do child-care</p>
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arrangements play a role? Acta Sociologica, 63(1), 23-39. doi: 10.1177/0001699318798677

Summary

Most family child care providers are female and many are mothers, all working from home. Mothers are expected to experience work-family conflict due to the large rise in female employment and the fact that women still shoulder the main responsibility for care-related work. Home-based business is another employment context in which the work-life balance must be managed. This management is especially needed because of the blurring of work and life time and space, which may demand more self-discipline in home-based workers compared with those in employment or self-employment remote from the home.

A child's cultural experiences and background dearly impact the teacher-child relationship, the selection of cultural tools, the formation of the alliance, and the outcome of cultural competency. To form positive self-concepts, children must honor and respect their own families and cultures and have others honor and respect these key facets of their identities too. If the classroom doesn't reflect and validate their families and cultures, children may feel invisible, unimportant, incompetent, and ashamed of who they are. Studies show that many home-based caregivers are positively engaged with children and provide safe, healthy environments but also that home-based child care settings appear to provide lower levels of cognitive stimulation (Paulsell et al., 2010). The portion of a private residence used as a child care facility is variable and unique to each specific situation. If other people will be using the private residence during the child care facility hours of operation, then the caregiver/teacher must arrange the residence so that the activities of these people do not occur in the area designated for child care. A center should not be in a private residence unless that portion of the residence is used exclusively for the care of children during the hours of operation.

Glossary

Small family child care - six (6) children are less cared for in a private residence.

Large family child care - 7-12 children are cared for in a private residence or early childhood facility.

Explanation of change

Added "reflect the children and families who attend, those that live in the surrounding

	community, and diverse children and adults in the world" and "within boundaries;" distinguished between small and large family child care homes.
2.2* The environment is arranged so children can use what they can reach most of the time.	<p>2.2 The childcare environment is arranged for accessibility based on the age of the children. Accessibility for children under age 3 considers choking materials and safety whereas accessibility for older children is so they can reach materials independently & return to designated area most of the time from labelled containers.</p> <p>References</p> <p>American Academy of Pediatrics. (2019). Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs (4th ed.). Itasca, IL: American Academy of Pediatrics.</p> <p>5.3.1 General Furnishings and Equipment Requirements</p> <p>6.4.1.2 Inaccessibility of Toys or Objects to Children Under Three Years of Age</p> <p>Armstrong, L. J. (2012). Family child care homes: Creative spaces for children to learn. Redleaf Press</p> <p>Mitton, M., & Nystuen, C. (2016). Residential interior design: A guide to planning spaces. John Wiley & Sons.</p> <p>Neofotistos, A., Cowles, N., & Sharma, R. (2017). Choking hazards: Are current product testing methods for small parts adequate? International Journal of Pediatrics. https://doi.org/10.1155/2017/4705618</p> <p>U.S. Consumer Product Safety Commission. (2004) CPSC warns parents about choking hazards to young children: Announces new recall of toys posing choking hazards. U.S. Consumer Product Safety Commission. United States. https://www.cpsc.gov/</p> <p>Summary</p> <p>Differentiated between environmental arrangement for children under age 3 and those over age 3 for safety. Furniture is grouped to support interactions, appropriate distances, a certain number of people, and adequate circulation around a focal point. Influencing factors include age of the children and safety, the design of space and furnishing layout, artwork to influence or be influenced by the furnishings, children but can break off into conversation clusters and</p>

	<p>leave someone out, divide larger into small groups for better acoustics, and disability and accessibility into and within home or facility. The current testing method to prevent choking hazards is an apparatus the measures a small parts test fixture (SPTF) created by the US Consumer Product Safety Commission. If the object fits inside the cavity of the SPTF, it is too small and can potentially be lodged inside the throat of the child and cause choking. According to the American Academy of Pediatrics, this range would make choking on a small part highly improbable as it approximates the size of a fully expanded pharynx of an infant. However, current evidence and statistics confirm that some products larger than the size of the SPTF have caused choking.</p> <p>Glossary Accessibility - the quality of being easy to obtain or use</p> <p>Explanation of Change Added references; added more detail on safety</p>
<p>2.3** The arrangement of the home, and use of space, are balanced to meet the needs of both the child care program and the provider's family.</p>	<p>2.3 The arrangement of the home, and use of space and arrangement, are flexible to meet the needs of the child, such as quiet, noisy, and private areas, the childcare program, the provider, and the provider's family and home demands.</p> <p>References Tunlid, S. (2018). Educational differences in women's work-family conflict: Do child-care arrangements play a role? <i>Acta Sociologica</i>, 63(1), 23-39. doi: 10.1177/0001699318798677</p> <p>Olson, J. T. (1981). The impact of housework on child care in the home, <i>Family Relations</i>, 30(1),75-81. Doi:10.2307/584239</p> <p>Summary Flexibility of both the work and home boundaries reduces negative spillover between work and home. If individuals can create home arrangements that allow greater flexibility around meeting their home demands, this should reduce negative spillover from home to work which influences provider wellness.</p> <p>Glossary None</p>

	<p>Explanation of change Added references; added examples of use of space</p>
<p>2.4 The home has adequate ventilation and room temperature between 68-90°(F). If the temperature is over 90°(F), air conditioning or safe fans are used.</p>	<p>2.4 The home has adequate heating and ventilation and room temperature between 68-90°(F). Portable heating is out of the reach of children. If the temperature is over 90°(F), air conditioning or safe fans, out of the reach of children, are used. The provider's maintenance is according to the manufacturer's specifications.</p> <p>References American Academy of Pediatrics. (2019). <i>Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs</i> (4th ed.). Itasca, IL: American Academy of Pediatrics.</p> <p>5.2.1 Ventilation, Heating, Cooling, and Hot Water</p> <p>McDonald, B.W. & Weikart, D.P. (1986). Organizing the learning environment for family day care. <i>Children's Environments Quarterly</i>, 3(1),47-49. Retrieved from https://www.jstor.org/stable/41514589?seq=1</p> <p>Summary Added portable systems as they meet licensing requirements of the family child care provider's state and are safe from the children reach. The provider is responsible for the maintenance schedule of the heating, air conditioning, and ventilation systems.</p> <p>Glossary None</p> <p>Explanation of change Added references; added heating safety and maintenance schedule</p>
<p>2.5 Updated 2017 Areas where children read, make art, or play with manipulatives have enough light</p>	<p>2.5 Areas where children read, make art, or play with manipulatives have adequate light for children and adults to see and to accomplish the different tasks in each area.</p> <p>2.5a There are areas in the childcare environment with soft or natural light (preferred).</p> <p>References</p>

for children and adults to see and to accomplish the different tasks in each area. There are areas in the child care environment with soft or natural light. There are areas where infants can lie on their backs and look up into lighting that is not bright nor harsh.

American Academy of Ophthalmology. (2020). Eyecare America. Retrieved from <https://www.aaopt.org/eyecare-america/resources/eye-health-organizations>

American Academy of Pediatrics. (2019). Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs (4th ed.). Itasca, IL: American Academy of Pediatrics.

5.2.2 Lighting

Negiloni, K., Ramani, K. K., & Sudhir, R. R. (2019). Environmental factors in school classrooms: How they influence visual task demand on children, PLoS One, 14(1). doi: 10.1371/journal.pone.0210299

RonnierLuo, M., Wang, M., & Liu, Y. (2018). The Impact of LED lighting on people's work performance between different age groups [Conference presentation]. 15th China International Forum on Solid State Lighting: International Forum on Wide Bandgap Semiconductors, China. doi: 10.1109/IFWS.2018.8587354

Wang, Y., Ding, H., Stell, W. K., Liu, L., Li, S., Liu, H., & Zhong, X. (2015). Exposure to sunlight reduces the risk of myopia in rhesus monkeys, PLOS One, 10(6). doi: 10.1371/journal.pone.0127863

Summary

Research on lightning clearly showed that lighting conditions that improve work performance would also cause more eye fatigue. This implies that a higher attention level devoted to work will cause higher eye fatigue meaning exposure to work performance for long periods of time must be monitored. The position of children with poor vision, challenged learners, or other difficulties when engaging with learning materials must be considered when considering lightning. Good lighting has a positive effect on a student's learning and performance. Variation in daily weather conditions can affect the measured illuminate levels of natural lightning.

Glossary

Natural lightning - daytime light

Degrees Kelvin - The kelvin is the base unit of temperature in the International System of Units

	<p>(SI), having the unit symbol K; Soft White (2700K - 3000K), Bright White/Cool White (3500K - 4100K), and Daylight (5000K - 6500K).</p> <p>Explanation of change Added references; removed about infant lying on back to soft/harsh lighting for all children; added lighting measurement</p>
<p>2.6 The home does not smell of urine, feces, garbage, pets, tobacco smoke, air deodorizers, mildew, cleaning products, nor other fumes.</p>	<p>2.6 The family child care provider implements health and safety practices that eliminates contact with toxic and other harmful substances, such as but not limited to urine, feces, garbage, pets, tobacco smoke, air deodorizers, mildew, cleaning products, nor other fumes.</p> <p>References American Academy of Pediatrics. (2019). Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs (4th ed.). Itasca, IL: American Academy of Pediatrics. 3.3.0.1: Routine Cleaning, Sanitizing, and Disinfecting 3.3.0.2: Cleaning and Sanitizing Toys 3.4.1.1: Use of Tobacco, Electronic Cigarettes, Alcohol, and Drugs</p> <p>Koman, P. D., Singla, V., Lam, J., & Woodruff, T. J. (2019). Population susceptibility: A vital consideration in chemical risk evaluation under the Lautenberg Toxic Substances Control Act. PLoS biology, 17(8). https://doi.org/10.1371/journal.pbio.3000372</p> <p>Summary The 2016 Frank Lautenberg Chemical Safety for the 21st Century Act amended the 1976 Toxic Substances Control Act to mandate protection of susceptible and highly exposed populations. Program implementation entails a myriad of choices that can lead to different degrees of public health protections. Well-documented exposures to multiple industrial chemicals occur from air, soil, water, food, and products in our workplaces, schools, and homes. Under the 2016 Lautenberg amendments, the United States Environmental Protection Agency must evaluate chemicals against risk-based safety standards under enforceable deadlines, with an explicit mandate to identify and assess risks to susceptible and highly exposed populations.</p> <p>Glossary</p>

	<p>None</p> <p>Explanation of change Added references; revised to generalize the elimination of toxic substances.</p>
<p>2.7** The environment does not over stimulate nor distract children.</p>	<p>2.7 The space is aesthetically pleasing without overstimulating children through colors, lighting, music, acoustics creating echoes, or accessories.</p> <p>References: American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education (2020). National Resource Center for Health and Safety in Child Care and Early Education. 5.2.3 Lighting 5.2.3 Noise 5.3.2 Additional Equipment Requirements for Facilities Serving Children with Special Health Care Needs</p> <p>Kelly, D. (2016). Creating a sensory friendly environment. Center for Children & Youth: A Division of Jewish Family and Children's Services. https://ccy.jfcs.org/creating-sensory-friendly-environment/</p> <p>Slutsky, R., & DeShetler, L.M. (2016). How technology is transforming the ways in which children play. Early Child Development and Care. https://doi.org/10.1080/03004430.2016.1157790.</p> <p>Summary Children should be stimulated only to the point of comfortable engagement and learning with the people and environment. Attention should be given to lighting, color use, and number of materials, as well as level and type of sound to ensure the space and activities do not overwhelm a child's emotional or mental well-being.</p> <p>Glossary Acoustics, the science concerned with the production, control, transmission, reception, and effects of sound</p>

	<p>Aesthetic - in a way that gives pleasure through beauty.</p> <p>Explanation of change Added references; added examples of what may stimulate children</p>
2.8 At least half the time there is no background noise such as music, radio, nor electronic games.	No change
2.9** The child care space is well organized.	2.9 Removed and addressed in 2.2
2.10 There is enough indoor space used for childcare, which allows approximately 35 square feet of usable space per child. Children move freely and safely, when engaged in active play.	<p>2.10 There is enough indoor space used for childcare, which allows approximately 35 square feet of usable space per child. Children move freely and safely, when engaged in active play. Usable, indoor floor space for the children’s activity area depends on the design and layout of the child care facility, and whether there is an opportunity and space for outdoor activities.</p> <p>References American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education (2020). National Resource Center for Health and Safety in Child Care and Early Education. 5.1.2.1 Space Required per Child</p> <p>Armstrong, L. J. (2012). Family child care homes: Creative spaces for children to learn. Redleaf Press</p> <p>Mitton, M., & Nystuen, C. (2016). Residential interior design: A guide to planning spaces. John Wiley & Sons.</p> <p>Paulsell, D., Porter, T., Kirby, G., Boller, K., Martin, E. S., Burwick, A., Ross, C., & Begnoche, C. (2010). Supporting quality in home-base child care: Initiative design and evaluation options. Mathematica Policy Research.</p>

	<p>Summary There are connections between the physical environment and children’s learning and development.</p> <p>Glossary None</p> <p>Explanation of change Added references; Added information about the design and layout of the setting and space in outdoor settings.</p>
<p>2.11** Outdoors, the play area has open space for active movement, some play equipment and materials, and places for open-ended explorations.</p>	<p>2.11 Outdoors, (Environmental) the play area has open space for active movement, some play equipment and materials, and places for open-ended explorations.</p> <p>2.11a Providers will be aware of environmental hazards such as unhealthy outdoor air quality, unsafe drinking water, loud noises, and lead in soil when selecting an area to play outdoors.</p> <p>2.11b Providers will test any bare soil in or around their child care facility for lead by an Environmental Protection Agency-recognized National Lead Laboratory Accreditation Program (NLLAP) or cover any bare soil with mulch, plantings, or grass.</p> <p>References: American Academy of Pediatrics. (2019). Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs (4th ed.). Itasca, IL: American Academy of Pediatrics. 6.1.0.1 Size & Location of Outdoor Play Area 6.2.1.3 Design of Play Equipment 6.2.2.2 Arrangement of Play Equipment</p> <p>Bento, G. (2016). The importance of outdoor play for young children's healthy development. Porto Biomedical Journal, 2(5), 157-160. https://www.sciencedirect.com/science/article/pii/S2444866416301234</p> <p>Gull, C., Bogunovich, J., Goldstein, S. L., & Rosengarten, T. (2019). Definitions of loose parts in early childhood outdoor classrooms: A scoping review. The International Journal of Early</p>

	<p>Childhood Environmental Education, 6(3), 37. https://files.eric.ed.gov/fulltext/EJ1225658.pdf</p> <p>Nicholson, S. (1971). How not to cheat children - The theory of loose parts. Landscape Architecture, 62, 30-34.</p> <p>Summary Changes in current societies are affecting childhood experiences. Time for outdoor play is diminishing, contributing to more sedentary lifestyles, disconnected from the natural world. The project aimed to transform educational practices, moving from frequent indoor activities to a regular use of the outdoor environment. Main dimensions related to outdoor play that emerged was contact with natural elements, importance of risk, socialization opportunities, and highlight the role of professionals and families in creating quality outdoor play opportunities. According to Nicholson (1971), the theory of loose parts is an opportunity for children to express creativity through use of materials that can be manipulated, transformed, and created through self-guided play. This type of active, outdoor free play allows children to lead their own inquiry, show creativity, and demonstrate understanding of various cognitive, social, and emotional skills (Ginsburg, 2007). See the Health and Safety lead standard section for more details on lead in soil.</p> <p>Glossary Loose parts – “materials that are variable, meaning they can be used in more than one way so that children can then experiment and invent through play” (Nicholson, 1971, p. 782)</p> <p>Explanation of change Added references; Separated indicators; characterized the features of an outdoor play setting; added lead influence.</p>
<p>2.12 The provider makes reasonable adaptations to the environment to meet the specific needs of each child.</p>	<p>2.12 No change</p> <p>References Heft, H. (1988/2016). Affordances of children's environments: A functional approach to environmental description. Children's Environments Quarterly, 5(3), 29-37.</p> <p>Summary Children’s environment effects on the learner influences learning outcomes as positing as</p>

	<p>either a potentially positive or negative influence on learning outcomes or psychologically more meaningful.</p> <p>Glossary NA</p> <p>Explanation of change Added references</p>
<p>2.13* The environment includes comfortable and cozy space for children, and a quiet place for child who choose to use it.</p>	<p>2.13 The environment includes soft and developmentally appropriate furnishings and cozy, quiet spaces for children to use out of the way of busy traffic patterns.</p> <p>References American Academy of Pediatrics. (2019). Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs (4th ed.). Itasca, IL: American Academy of Pediatrics. 5.3.1.4. Surfaces of Equipment, Furniture, Toys, and Play Materials 5.3.1.5. Placement of Equipment and Furnishings</p> <p>Conners-Burrow, N. A., Patrick, T., Kyzer, A., & McKelvey, L. (2017). A preliminary evaluation of REACH: Training early childhood teachers to support children’s social and emotional development. <i>Early Childhood Education Journal</i>, 45(2), 187-199. https://eric.ed.gov/?id=EJ1129264 Mitton, M., & Nystuen, C. (2016). Residential interior design: A guide to planning spaces. John Wiley & Sons.</p> <p>Summary The Reaching Educators and Children (REACH) program, a training and coaching intervention designed to increase the capacity of early childhood teachers to support children's social and emotional development. There were significant improvements in the sensitivity of teachers' interactions with children in the classroom, and increased teacher use of targeted social and emotional supports (such as teaching children to resolve conflicts). There were increases in children's prosocial behaviors and small but significant decreases in verbal aggression that may be effective in building teachers' capacity to support social-emotional development of young children.</p>

	<p>Glossary Aggression - hostile or violent behavior or attitudes toward another; readiness to attack or confront.</p> <p>Explanation of change Added references; inserted about spacing and traffic patterns</p>
<p>2.12 The provider makes reasonable adaptations to the environment to meet the specific needs of each child.</p>	<p>No change</p> <p>References Heft, H. (1988/2016). Affordances of children's environments: A functional approach to environmental description. <i>Children's Environments Quarterly</i>, 5(3), 29-37.</p> <p>Summary Children's environment effects on the learner influences learning outcomes as positing as either a potentially positive or negative influence on learning outcomes or psychologically more meaningful.</p> <p>Glossary NA</p> <p>Explanation of change Added references</p>
<p>2.13* The environment includes comfortable and cozy space for children, and a quiet place for child who choose to use it.</p>	<p>2.13 The environment includes soft and developmentally appropriate furnishings and cozy, quiet spaces for children to use out of the way of busy traffic patterns.</p> <p>References American Academy of Pediatrics. (2019). <i>Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs</i> (4th ed.). Itasca, IL: American Academy of Pediatrics.</p> <p>5.3.1.4. Surfaces of Equipment, Furniture, Toys, and Play Materials 5.3.1.5. Placement of Equipment and Furnishings</p>

	<p>Conners-Burrow, N. A., Patrick, T., Kyzer, A., & McKelvey, L. (2017). A preliminary evaluation of REACH: Training early childhood teachers to support children’s social and emotional development. <i>Early Childhood Education Journal</i>, 45(2), 187-199. https://eric.ed.gov/?id=EJ1129264</p> <p>Mitton, M., & Nystuen, C. (2016). <i>Residential interior design: A guide to planning spaces</i>. John Wiley & Sons.</p> <p>Summary The Reaching Educators and Children (REACH) program, a training and coaching intervention designed to increase the capacity of early childhood teachers to support children's social and emotional development. There were significant improvements in the sensitivity of teachers' interactions with children in the classroom, and increased teacher use of targeted social and emotional supports (such as teaching children to resolve conflicts). There were increases in children's prosocial behaviors and small but significant decreases in verbal aggression that may be effective in building teachers' capacity to support social-emotional development of young children.</p> <p>Glossary Aggression - hostile or violent behavior or attitudes toward another; readiness to attack or confront.</p> <p>Explanation of change Added references; inserted about spacing and traffic patterns</p>
<p>2.14* Each child has a space for storing personal belongings.</p>	<p>2.14 There is adequate space for storing each child's personal belongings without the belongings touching brought each day or kept at the program for routine use (i.e. jackets, snow clothes, changes of clothing, diapers, wipes, items prepared to send home).</p> <p>2.14a These spaces should be labeled with the minimum of the child's name and photo.</p> <p>References American Academy of Pediatrics. (2019). <i>Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs (4th ed.)</i>. Itasca, IL: American Academy of Pediatrics.</p>

	<p>7.1 How infections spread</p> <p>CDCP. (2019). Children: Parasitic Infections in Children. Centers of Disease Control and Prevention. Retrieved from https://www.cdc.gov/parasites/children.html</p> <p>Rijnaard, M. D., van Hoof, J., Janssen, B. M., Verbeek, H., Pocornie, W., Eijkelenboom, A., Beerens, H. C., Molony, S. L., & Wouters, E. J. (2016). The factors influencing the sense of home in nursing homes: A systematic review from the perspective of residents. <i>Journal of Aging Research</i>. doi: 10.1155/2016/6143645</p> <p>Summary Each child's sense of belonging is reinforced by being provided a space labeled with their name and picture to store their personal possessions. Children's belongings should not be touching to prevent the spread of infestations such as lice, pin worms, or scabies.</p> <p>Glossary NA</p> <p>Explanation of change Added references; Separated indicators; added detail on spacing and requirements of space.</p>
<p>2.15* Space is available for infants to explore safely and freely, to crawl, and to stand. Sturdy, low furniture is available for those who are learning to walk.</p>	<p>2.15 No change</p> <p>References American Academy of Pediatrics. (2019). <i>Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs</i> (4th ed.). Itasca, IL: American Academy of Pediatrics. 5.1.2.1 Space Required per Child 5.3.1.3 Size of Furniture</p> <p>Mitton, M., & Nystuen, C. (2016). <i>Residential interior design: A guide to planning spaces</i>. John Wiley & Sons.</p> <p>Summary The designated area for children’s activities should contain a minimum of 42 square feet of</p>

	<p>usable floor space per child excluding room for circulation, classroom support, furniture, and center support. For infants this space should include room to explore safely and freely, to crawl and to stand.</p> <p>Glossary None</p> <p>Explanation of change Added references;</p>
<p>2.16 Updated 2017 The space is organized to meet the individual needs of each child in care. For example: - Infants can experience floor time without being exposed to small objects that could be choking hazards or other objects and toys that are not developmentally appropriate. - Toddlers and Preschoolers have enough space to move about freely without being a safety risk to Infants. -</p>	<p>2.16 The space is organized to meet the individual needs of each child in care. For example: - Infants can experience floor time without being exposed to small objects that could be choking hazards or other objects and toys that are not developmentally appropriate. - Toddlers and Preschoolers have enough space to move about freely without being a safety risk to Infants. - Preschoolers have a space to play with small manipulatives that is out of reach of infants and toddlers. - School-agers have a quiet space to do homework; children with disabilities requires use of a wheelchair or other means of support, there is sufficient space for it to move around.</p> <p>References American Academy of Pediatrics. (2019). Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs (4th ed.). Itasca, IL: American Academy of Pediatrics.</p> <p>5.1.2.1 Space Required per Child</p> <p>6.4.1.2 Inaccessibility of Toys or Objects to Children Under Three Years of Age</p> <p>8.2 Inclusion of children with special needs in the childcare setting</p> <p>Summary</p> <p>The designated area for children’s activities should contain usable floor space per child excluding room for circulation, classroom support, furniture, and center support. For infants this space should include room to explore safely and freely, to crawl and to stand.</p>

<p>Preschoolers have a space to play with small manipulatives that is out of reach of infants and toddlers. - School-agers have a quiet space to do homework.</p>	<p>Glossary Inaccessibility - the quality of not being available when needed</p> <p>Explanation of change Added references; added reference to space for equipment in use from disabilities in example.</p>
<p>2.17 If a child is present whose disability requires use of a wheelchair, there is sufficient space for it to move around.</p>	<p>2.17 Moved to 2.16 as an example</p>
<p>2.18 Equipment and materials are modified to accommodate children's individual special needs, or special equipment/materials are provided.</p>	<p>2.18 Equipment and material accommodations are provided to meet the individual needs of children.</p> <p>References American Academy of Pediatrics. (2019). Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs (4th ed.). Itasca, IL: American Academy of Pediatrics. 5.3.1 General Furnishings and Equipment Requirements 5.3.2 Additional Equipment Requirements for Facilities Serving Children with Special Health Care Needs</p> <p>Brillante, P. (2017). The essentials: Supporting young children with disabilities in the classroom. National Association for the Education of Young Children.</p> <p>Jambor, T. (1986). Risk-taking needs in children: An accommodating play environment. Children's Environments Quarterly, 3(4), 22-25.</p>

	<p>Vygotsky, L. S. (1978). <i>Mind in Society: The Development of Higher Psychological Processes</i>. Harvard University Press.</p> <p>Weinstein, C., & David, T. (1987). <i>Spaces for Children: The Build Environment and Child Development</i>. Plenum Press.</p> <p>Wood, D. J., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. <i>Journal of Child Psychiatry and Psychology</i>, 17(2), 89-100. https://doi.org/10.1111/j.1469-7610.1976.tb00381.x</p> <p>Summary Vygotsky (1978) asserted that the developing child learns about themselves through interactions with others and the surrounding environment. The environment includes adults, children, equipment & materials, and the setting itself. As children play, they observe others and test their own limitations or take risks. Adults assist children to move to the next level by providing equipment and materials and their mentorship known as scaffolding.</p> <p>Glossary Scaffolding - is breaking up learning a task into chunks and providing a tool, or structure, with each chunk.</p> <p>Explanation of change Added references; reworded the indicator to generalize meeting needs of all children.</p>
<p>2.19* The children are learning to take care of the equipment, materials, and the environment.</p>	<p>2.19 The provider models and teaches respect for materials, equipment, and the environment to help the children learn to also respect and care for it.</p> <p>References Bandura, A. (2013). The role of self-efficacy in goal-based motivation. In E.A. Locke & G.P Latham (Ed.). <i>Development in goal setting and task performance</i>, 147-157. Taylor & Francis.</p> <p>Copple, C. & Bredekamp, S. (2009). <i>Developmentally appropriate practice in early childhood programs serving children from birth through age 8</i>. Washington, D.C.: NAEYC. doi:10.1080/10476210.2012.711815</p>

	<p>Vygotsky, L. S. (1978). <i>Mind in Society: The Development of Higher Psychological Processes</i>. Harvard University Press.</p> <p>Summary Vygotsky’s (1978) social cultural theory maintained that parents, caregivers, peers, and the culture at large were responsible for developing higher-order functions. According to Vygotsky, learning has its basis in interacting with other people. Bandura’s self-efficacy theory reflects confidence in the ability to exert control over one’s own motivation, behavior, and social environment.</p> <p>Glossary Self-efficacy refers to an individual’s belief in his or her capacity to execute behaviors necessary to produce specific performance attainments.</p> <p>Explanation of change Added references; added that the provider models behavior.</p>
<p>2.20 There are enough toys and materials, home-made or purchased, to engage all the children in developmentally appropriate ways.</p>	<p>2.20 There are enough toys and materials, home-made or purchased, to engage all the children in developmentally appropriate ways.</p> <p>2.20a Providers should screen toys for lead and other recall concerns.</p> <p>2.20b Engage the children, including multiple toys, to decrease the opportunity for disagreements between children.</p> <p>References Consumer Product Safety Commission (2022). Recall guidance. www.cpsc.gov.</p> <p>NAEYC. (2019). Good toys for young children by age and stage. Retrieved from https://www.naeyc.org/resources/topics/play/toys.</p> <p>NAEYC. (2019). Play with free stuff: No batteries required. Retrieved from https://www.naeyc.org/resources/blog/play-free-stuff-no-batteries-required</p>

	<p>Ånder, M. (2018). Contribution of plays and toys to children's value education. <i>Asian Journal of Education and Training</i>, 4(2), 146-149. doi: 10.20448/journal.522.2018.42.146.149</p> <p>Onditi, S. A. (2019). Establishing availability and adequacy of content-play based materials as a predictor of play-based activities in preschool curriculum implementation in Homabay County.</p> <p>Storli, R., Sandseter, E. B. H., & Sando, O. J. (2020). Children's Involvement in free play and the use of play materials in the outdoor early childhood education and care environment. <i>Children, Youth and Environments</i>, 30(1), 66-82.</p> <p>U.S. Consumer Product Safety Commission (CPSC). (2021). https://www.cpsc.gov/</p> <p>Summary This standard addresses adequacy of toys and materials based on the needs and interest of the children, not conflict. For recall concerns, search www.cpsc.gov. See the Health and Safety lead standard section for more details on lead in consumer products. NAFCC materials inventory checklist added. For recall concerns, search www.cpsc.gov. See the Health and Safety lead standard section for more details on lead in consumer products.</p> <p>Glossary NA</p> <p>Explanation for change Added references; added "based on children's interest, number of children, their age and proficiency, and the teacher's lessons." Added "NAFCC materials inventory checklist added. For recall concerns, search www.cpsc.gov. See the Health and Safety lead standard section for more details on lead in consumer products."</p>
<p>2.21 FOR INFANTS • balls • grasping toys • stacking and nesting toys • - toys to look at, feel, and chew on</p>	<p>2.21 *Replace with more detailed NAFCC Accreditation Inventory checklist for infants.</p> <p>2.21a Providers should screen toys for lead and other recall concerns.</p> <p>References American Academy of Pediatrics. (2011). <i>Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs (4th ed.)</i>. American</p>

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Summary

NAFCC materials inventory checklist added. For recall concerns, search www.cpsc.gov. See the Health and Safety lead standard section for more details on lead in consumer products.

	<p>Glossary None</p> <p>Explanation of change Added references; Added equipment, materials, and activities checklist that promote developmentally appropriate practice added checklist</p>
<p>2.22* FOR TODDLERS equipment for climbing (at home or nearby), riding toys, balls, large interlocking blocks, and puzzles; as well as water and sand for sensory play</p>	<p>2.22* Replace with more detailed NAFCC Accreditation Inventory checklist for toddlers</p> <p>2.22a Providers should screen toys for lead and other recall concerns.</p> <p>References American Academy of Pediatrics. (2011). Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs (4th ed.). American Academy of Pediatrics.</p> <p>Copple, C. & Bredekamp, S. (Eds) (2009). Developmentally appropriate practice in early childhood programs serving children from birth through age 8 (3rd ed). NAEYC.</p> <p>Copple, C., Bredekamp, S., & Koralek, D. (Eds.) (2013). Developmentally appropriate practice. Focus on preschoolers. NAEYC.</p> <p>NAEYC. (2019). NAEYC Early Learning Program Accreditation Standards and Assessment Items. NAEYC. Retrieved from https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/standards_and_assessment_2019.pdf</p> <p>National Council of Teachers of Mathematics. (2007). The national council of teachers of mathematics position statement: What is important in early childhood mathematics? NCTM</p> <p>National Research Council. (2009). Mathematics learning in early childhood: Paths toward excellence and equity. The National Academies Press. doi: 10.17226/12519.</p> <p>National Research Council (2012). Technology and interactive media as tools in early childhood programs serving children from birth through age 8: A joint position statement of the NAEYC</p>

	<p>and the Fred Rogers Center for Early Learning and Children’s Media at Saint Vincent College.</p> <p>National Research Council. (1998). Preventing reading difficulties in young children. Washington, DC: The National Academies Press.</p> <p>ASTM. (2014) International standard consumer safety performance specification for playground equipment for public use. American National Standards Institute.</p> <p>U.S. Consumer Product Safety Commission. (2008). Public playground safety handbook. US CPSC</p> <p>Summary NAFCC materials inventory checklist added. For recall concerns, search www.cpsc.gov. See the Health and Safety lead standard section for more details on lead in consumer products.</p> <p>Glossary None</p> <p>Explanation of change Added references; added checklist</p>
<p>2.23 FOR PRESCHOOLERS Toddlers' equipment plus: peg boards, blocks, sewing materials, dancing music and props</p>	<p>2.23* Replace with more detailed NAFCC Accreditation Inventory checklist for toddlers</p> <p>2.23a Providers should screen toys for lead and other recall concerns.</p> <p>References American Academy of Pediatrics. (2011). Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs (4th ed.). American Academy of Pediatrics.</p> <p>Byington, T., & Kim, Y. (2017). Promoting Preschoolers’ Emergent Writing. <i>Young Children</i>, 72(5), 74-82. Retrieved from https://www.jstor.org/stable/90015861</p> <p>Copple, C. & Bredekamp, S. (Eds) (2009). Developmentally appropriate practice in early childhood programs serving children from birth through age 8 (3rd ed). NAEYC.</p>

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U.S. Consumer Product Safety Commission. (2008). Public playground safety handbook. US CPSC

Summary

NAFCC materials inventory checklist added. For recall concerns, search www.cpsc.gov. See the Health and Safety lead standard section for more details on lead in consumer products.

Glossary

None

	<p>Explanation of change Added references; added equipment, materials, and activities checklist that promote developmentally appropriate practice</p>
<p>2.24 FOR SCHOOL-AGERS Preschoolers' equipment plus: i€ other sports equipment and games i€ games that require participation i€ arts and crafts materials i€ construction toys i€ materials for building</p>	<p>2.24 Replace with more detailed NAFCC Accreditation Inventory checklist for preschoolers</p> <p>References</p> <p>American Academy of Pediatrics. (2011). <i>Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs</i> (4th ed.). American Academy of Pediatrics.</p> <p>Copple, C. & Bredekamp, S. (Eds) (2009). <i>Developmentally appropriate practice in early childhood programs serving children from birth through age 8</i> (3rd ed). NAEYC.</p> <p>Copple, C., Bredekamp, S., & Koralek, D. (Eds.) (2013). <i>Developmentally appropriate practice. Focus on preschoolers</i>. NAEYC.</p> <p>NAEYC. (2019). <i>NAEYC Early Learning Program Accreditation Standards and Assessment Items</i>. NAEYC. Retrieved from https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/standards_and_assessment_2019.pdf</p> <p>National Council of Teachers of Mathematics. (2007). <i>The national council of teachers of mathematics position statement: What is important in early childhood mathematics?</i> NCTM</p> <p>National Research Council. (2009). <i>Mathematics learning in early childhood: Paths toward excellence and equity</i>. The National Academies Press. doi: 10.17226/12519.</p> <p>National Research Council (2012). <i>Technology and interactive media as tools in early childhood programs serving children from birth through age 8: A joint position statement of the NAEYC and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College</i>.</p> <p>National Research Council. (1998). <i>Preventing reading difficulties in young children</i>. Washington, DC: The National Academies Press.</p> <p>ASTM. (2014) <i>International standard consumer safety performance specification for</i></p>

	<p>playground equipment for public use. American National Standards Institute.</p> <p>U.S. Consumer Product Safety Commission. (2008). Public playground safety handbook. US CPSC</p> <p>Summary None</p> <p>Glossary None</p> <p>Explanation of change Added references; added checklist</p>
<p>2.25 Materials are stored in consistent places and some of them are easy for children to find, help themselves to, and put away. Separate containers are provided for various kinds of materials.</p>	<p>Remove and refer to standard 2.2</p>
<p>2.26 No toy guns or other weapons are offered as play options. Material that is violent, sexually explicit, stereotyped, or otherwise</p>	<p>2.26 All play is monitored. For the emotional or developmentally appropriate support of children, when necessary adults assist the children in setting appropriate boundaries to ensure the amicable and appropriate levels of feeling safe in play.</p> <p>2.26a Play that is intended to harm is discouraged in the childcare areas.</p> <p>2.26b Materials and toys designed for harm, such as toys guns are not offered to the children for play.</p>

inappropriate for children is not available.

2.26c Media that depicts violence, media and materials that is sexually explicit and stereotyped or otherwise inappropriate is not permitted.

TOOL-Box

https://www.canr.msu.edu/news/supporting_super_hero_play_in_child_care_concerns_and_benefits

<https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/PromotingSelf-RegulationIntheFirstFiveYears.pdf>

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Summary

Today's youth are even more inundated with media violence than past generations, mostly from entertainment sources, but also from news and educational media.

	<p>Glossary NA</p> <p>Explanation of change Added references; Separated indicators; included indicators and reference on any kind of play that has the potential to damage children's mental health.</p>
<p>2.27 Some materials are rotated, put away for a while and then brought out again, to stimulate children's interest and development.</p>	<p>2.27 No change</p> <p>References</p> <p>Cabrera, N. J., Jeong Moon, U., Fagan, J., West, J., & Aldoney, D. (2020). Cognitive stimulation at home and in child care and children's preacademic skills in Two-Parent Families. <i>Child Development</i>. doi:10.1111/cdev.13380</p> <p>Lightbridge Academy. (2020). Don't keep your children's toys too long: How swapping out your children's toys benefits the entire household, Early Childcare Resource Center, Lightbridge Academy lightbridgeacademy.com</p> <p>Montessori at home: The secrets to successful toy rotation. (2019) Retrieved from https://hollismontessori.org/blog/2019/8/20/montessori-at-home-the-secrets-to-successful-toy-rotation</p> <p>Healey, A., & Mendelsohn, A. (2019). Selecting appropriate toys for young children in the digital era. <i>Pediatrics</i>, 143(1).</p> <p>Summary Rotation and replacing equipment and materials to stimulate children's interest and higher cognitive development.</p> <p>Glossary None</p>

	Explanation of change Added references
<p>2.28 Materials reflect the lives of the children enrolled and people diverse in race and ethnicity. They show girls and boys, women and men, and older people in a variety of positive activities. Materials include items such as books, dolls, puzzles, and pictures. They do not include stereotyped pictures such as Indians with tomahawks.</p>	<p>2.28 Toys and materials do not present stereotypes of races, cultures, ages, ability, and gender roles, but demonstrate diversity in a positive way.</p> <p>2.28a The provider does not demonstrate prejudice behavior against others.</p> <p>2.28b Inclusion of diversity is observed as part of learning activities in addition to diversity in toys and materials.</p> <p>References</p> <p>American Academy of Pediatrics. (2019). <i>Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs</i> (4th ed.). Itasca, IL: American Academy of Pediatrics.</p> <p>5.3.2 Additional Equipment Requirements for Facilities Serving Children with Special Health Care Needs</p> <p>8.2 Inclusion of Children with Special Needs in the Child Care Setting</p> <p>8.8 Additional Standards for Providers Caring for Children with Special Health Care Needs</p> <p>Kollmayer, M., Schultes, M. T., Schober, B., Hodosi, T., & Spiel, C. (2018). Parents' judgments about the desirability of toys for their children: Associations with gender role attitudes, gender-typing of toys, and demographics. <i>Sex Roles</i>, 79(5-6), 329-341. https://doi.org/10.1007/s11199-017-0882-4</p> <p>Sanders, K. E., Molgaard, M., & Shigemasa, M. (2019). The relationship between culturally relevant materials, emotional climate, ethnic composition, and peer play in preschools for children of color. <i>Journal for Multicultural Education</i>. https://www.emerald.com</p> <p>Tonyan, H. A. (2017). Opportunities to practice what is locally valued: An ecocultural perspective on quality in family child care homes. <i>Early Education and Development</i>, 28(6), 727-744. https://doi.org/10.1080/10409289.2017.1303304</p>

	<p>Summary Toy selection by adults and responses to toy play are important factors in children’s gender socialization. Parents rated same-gender-typed and gender-neutral toys as more desirable for their children than cross-gender-typed toys. This indicates that egalitarian parents permit a greater range of interests and behaviors in their children than traditional parents do. Younger parents, parents with lower educational levels, and fathers reported more traditional gender role attitudes than did older parents, parents with higher educational levels, and mothers. Cultural artifacts reflective of African American culture positively predict high levels of peer play, while Mexican American cultural items are negatively predictive. Quality is the alignment of children’s opportunities for learning and development with locally relevant ideals or cultural models. As such, providers are conceptualized as the agents of change, and daily routine activities are the primary targets for quality improvement efforts.</p> <p>Glossary Agents of change - someone who sees a problem in their community, large or small, and does something to act for substantial change.</p> <p>Explanation of change Added references; Separated indicators; added a reference to the family child care provider's behavior and inclusion as part of the learning activities.</p>
<p>2.29 The books are in readable condition.</p>	<p>2.29 Books are displayed and in good repair. This means the books are clean, no tears or missing pages, no stains, with accessibility.</p> <p>References Bandura, A. (1991). Social cognitive theory of self-regulation. <i>Organizational behavior and human decision processes</i>, 50(2), 248-287.</p> <p>Summary Family child care providers model behavior to teach children about self-regulation. According to Bandura, through managing their impulses and emotions, children eventually learn to evaluate their own performance and will set goals and self-reward for accomplishing the goals.</p> <p>Glossary</p>

	<p>Self-regulation can be defined in various ways. In the most basic sense, it involves controlling one's behavior, emotions, and thoughts in the pursuit of long-term goals. More specifically, emotional self-regulation refers to the ability to manage disruptive emotions and impulses.</p> <p>Explanation of change Added references; added indicators on alternative activities, literacy engagement and providing additional support for children, when needed.</p>
<p>2.30 Art materials are non-toxic.</p>	<p>2.30 Providers should use only non-toxic art supplies approved by the Art and Creative Materials Institute (ACMI).</p> <p>2.30a Screen items for lead and other recall concerns.</p> <p>2.30b Food shall not be used for art projects unless the ingredients and project will be eaten.</p> <p>References</p> <p>The Art & Creative Materials Institute. (ACMI) (2021). https://www.acmiart.org.</p> <p>U. S. Environmental Protection Agency. (2021). Chemicals and toxic topics. www.epa.gov</p> <p>U.S. Department of Agriculture. (2021). How much food waste is there in the United States? https://www.usda.gov/foodwaste/faqs#:~:text=In%20the%20United%20States%2C%20food,p ercent%20of%20the%20food%20supply.&text=This%20amount%20of%20waste%20has,need%20is%20sent%20to%20landfills.</p> <p>Summary</p> <p>Creativity is using art materials can result in beautiful projects, but it can also harm or even kill you. Some art materials can have multiple toxic chemicals in them, including chemicals with the ability to damage DNA. The long-term and irresponsible use of these art materials poses a serious health risk. This risk is certainly greater for children and for individuals with mental challenges. In the United States, food waste is estimated at between 30-40 percent of the food supply. This amount of waste has far-reaching impacts on society: Wholesome food that could</p>

	<p>have helped feed families in need is sent to landfills. See the Health and Safety lead standard section for more details on lead in consumer products.</p> <p>Glossary Toxic - degree to which a chemical substance or a particular mixture of substances can damage an organism. Art & Creative Materials Institute (ACMI) - an international association of more than 200 art, craft and creative material manufacturers which seeks to promote safety in art and creative products through its certification program.</p> <p>Explanation of change Added references; added comments of hazardous characteristics, and washable and a separate indicator on food waste.</p>
<p>Suggested Materials for Language and Literacy Development 2.31 BOOKS FOR CHILDREN UNDER THE AGE OF TWO • at least 10 • made of durable materials • simple pictures of people and familiar objects • short stories about every-day activities</p>	<p>2.31 REMOVE - NAFCC Accreditation inventory checklist see standard 2.21 * 2.22</p> <p>References Cox Campus. (2020). Resource library. Retrieved from https://www.coxcampus.org/app/resourcelibrary/?c=Education&f=&r= Harms, T., Cryer, D., Clifford, R. M., & Yazejian, N. (2019). Family Child Care Environment Rating Scale, third edition (FCCERS-3). New York, NY: Teachers College Press.</p> <p>Summary None</p> <p>Glossary None</p> <p>Explanation of change Addressed in standards 2.21 and 2.24</p>
<p>2.32* BOOKS FOR CHILDREN AGE</p>	<p>2.32 New NAFCC Accreditation inventory checklist; see standards 2.23 * 2.34</p>

<p>TWO AND OLDER i€ at least 10 books i€ nursery rhymes i€ a variety of stories about pretend and real situations i€ information books</p>	<p>References</p> <p>Cox Campus. (2020). Resource library. Retrieved from https://www.coxcampus.org/app/resourcelibrary/?c=Education&f=&r=</p> <p>Harms, T., Cryer, D., Clifford, R. M., & Yazejian, N. (2019). Family Child Care Environment Rating Scale, third edition (FCCERS-3). New York, NY: Teachers College Press.</p> <p>Summary None</p> <p>Glossary None</p> <p>Explanation of change Added references;</p>
<p>2.33 BOOKS FOR SCHOOL-AGERS i€ at least 10 books i€ chapter books i€ adventure stories i€ mysteries i€ information books i€ magazines i€ comics i€ a variety of reading levels and topics</p>	<p>2.33 Books are displayed, such as chapter books, adventure stories, mysteries, information books, magazines, comics, a variety of reading levels and topics</p> <p>2.33a Alternative activities are available for schoolagers accessibility.</p> <p>2.33b Engage the children during reading via activities, questioning, describing, etc.</p> <p>2.33c Accommodations are made for schoolagers requiring additional support during book time, especially when a child does not fit in well with a larger group.</p> <p>References</p> <p>Cox Campus. (2020). Resource library. Retrieved from https://www.coxcampus.org/app/resourcelibrary/?c=Education&f=&r=</p> <p>Harms, T., Cryer, D., Clifford, R. M., & Yazejian, N. (2019). Family Child Care Environment Rating Scale, third edition (FCCERS-3). New York, NY: Teachers College Press.</p>

	<p>National Research Council. (1999). Starting out right: A guide to promoting children's reading success. Washington, DC: The National Academies Press. doi: 10.17226/6014.</p> <p>NAEYC. (2015). The Book Matters! Choosing Complex Narrative Texts to Support Literary Discussion, <i>Young Children</i>, 70(4). Retrieved from https://www.naeyc.org/resources/pubs/yc/sep2015/book-matters</p> <p>Summary None</p> <p>Glossary None</p> <p>Explanation of change Added references; added alternative activities, literacy engagement and providing additional support for school agers, when needed.</p>
<p>2.34 OTHER LANGUAGE MATERIALS i€ telephones i€ puppets i€ interactive games i€ written or audio materials in the child's home language (supplied by the provider or family)</p>	<p>2.34 Remove addressed in 2.21 - 2.24</p>
<p>* Art, Math, Science, Dramatic Play and Real Tools 2.35 Updated 2017 Developmentally appropriate art</p>	<p>2.35 Developmentally appropriate art materials are available and offered to children age 12 months and older. Infants younger than 12 months can be exposed to art materials and activities with adult support and supervision.</p> <p>References Harms, T., Cryer, D., Clifford, R. M., & Yazejian, N. (2017). <i>Infant/Toddler Environment Rating</i></p>

<p>materials are available and offered daily to children age 12 months and older.</p>	<p>Scale, third edition. New York, NY: Teachers College Press.</p> <p>Harms, T., Cryer, D., Clifford, R. M., & Yazejian, N. (2019). Family Child Care Environment Rating Scale, (3rd ed.). New York, NY: Teachers College Press.</p> <p>NAEYC Standards and Assessment. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/standards_and_assessment_web_1.pdf</p> <p>Summary None</p> <p>Glossary None</p> <p>Explanation of change No limitations on art exposure.</p>
<p>2.36 Updated 2017 Developmentally appropriate math materials are available and offered to children age 12 months and older.</p>	<p>2.36 Remove; math is for all children birth to age 12 years</p>
<p>2.37 Updated 2017 Developmentally appropriate science materials are available and offered to children age 12 months and older.</p>	<p>2.37 Developmentally appropriate science materials are available and offered to children age 12 months and older. Infants younger than 12 months can be exposed to science materials and activities with adult support and supervision.</p> <p>References Harms, T., Cryer, D., Clifford, R. M., & Yazejian, N. (2017). Infant/Toddler Environment Rating Scale, third edition. New York, NY: Teachers College Press.</p> <p>Harms, T., Cryer, D., Clifford, R. M., & Yazejian, N. (2019). Family Child Care Environment Rating Scale, (3rd ed.). New York, NY: Teachers College Press.</p>

	<p>NAEYC Standards and Assessment. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/standards_and_assessment_web_1.pdf</p> <p>Summary None</p> <p>Glossary None</p> <p>Explanation for change No limitations on science exposure.</p>
<p>2.38 Updated 2017 Developmentally appropriate dramatic play materials are available and offered to children age 12 months and older.</p>	<p>2.38 Remove; Drama play is for all children birth to age 12</p>