CHILD-DIRECTED ACTIVITIES	
3.1* Children have opportunities to make choices and explore their own interests. • They direct their own free play for at least ½ hour at a time, totaling at least one hour in each half day. • Free play may occur indoors or outdoors.	3.1* Children have opportunities to make provider-approved choices and explore their interests with materials provided. 3.1a* Children direct their own free play for at least 60 minutes during the morning and at least 60 minutes during the afternoon. 3.1b* Free play occurs indoors and outdoors, weather permitting. References: Aras, S. (2016). Free play in early childhood education: A phenomenological study. Early Child Development and Care, 186(7), 1173-1184. https://doi.org/10.1080/03004430.2015.1083558 Deci, E. L., & Ryan, R. M. (1980). The empirical exploration of intrinsic motivational processes. In L. Berkowitz (Eds.), Advances in Experimental Social Psychology, 13, 3980. Academic Press. https://doi.org/10.1016/S0065-2601(08)60130-6 Green, K. B., Mays, N.M., Nicole, M., Jolivette, K. (2011). Making choices: A proactive way to improve behaviors for young children with challenging behaviors, Beyond Behavior, 20(1), 25-31. https://eric.ed.gov/?id=EJ949524 Ivrendi, A. (2020). Early childhood teachers' roles in free play. Early Years, 40(3), 273-286. https://doi.org/10.1080/09575146.2017.1403416 Politser, P. (2008). Neuroeconomics: A guide to the new science of making choices. Oxford Scholarship online. http://www.doi.org/10.1093/acprof:oso/9780195305821.001.000 Vygotsky, L. S. (1930/1978). Mind in society: The development of higher psychological processes. Harvard University Press. Whitebread, D. (2017). Free play and children's mental health. The Lancet Child & Adolescent Health, 1(3), 167-169. https://doi.org/10.1016/S2352-4642(17)30092-5 Harms, T., Cryer, D., Clifford, R. M., & Yazejian, N. (2019). Family Child Care Environment Rating Scale (4th ed.). Teachers College Press.

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Summary

Vygotsky examined play as children's context for socially assisted learning, a key role in abstract thinking, and a tool promoting development and learning. Teachers' involvement is an important factor for the relationship

	between play and developmental outcomes. Teachers respect children's play however they get involved when children have problems and need help. For intrinsically motivated behaviors, the reward is the activity itself. The most recognized theory of intrinsic motivation was first based on people's needs and drives. Just like hunger, thirst, and sex as biological needs, people also have psychological needs that must be satisfied to develop and thrive. These include the need for competence, autonomy, and relatedness. Along with satisfying these underlying psychological needs, intrinsic motivation also involves seeking out and engaging in activities that we find challenging, interesting, and internally rewarding without the prospect of any external reward. Neuroeconomics is a framework for evaluating certain aspects of effective or ineffective judgment, providing a model to make sense of our evaluations. Teachers respect children's play however they get involved when children have problems and need help. Play is a natural and significant aspect of children's learning and development as a context for managing physiological arousal and learning to regulate strong emotions especially with adults who act as "play agents." Providing adequate free play times is crucial so as not to impede the ongoing learning and development processes that may be occurring during play. Rain-related weather and high wind limit opportunities for physical activity while days with better visibility and more daylight hours increased opportunities for physical activity. Interactions with temperature and rain-related weather was lower among younger children. Compared to other parts of the world, people in the U.S. and Western Europe were less active and had less ability to maintain their activity levels given the weather conditions they experienced. Children's engagement in unstructured, child-directed outdoor play has diminished significantly in the past generation. In child care settings, preschoolers have significantly fewer than recommended opportunities for physical activity. Research recommends children need more opportunities for outdoor time, teacher-led and child-initiated active play, and naptime flexibility to capitalize on brain plasticity. Glossary Intrinsic - something that is natural or inherent as opposed to learned

	Play - operationally refers to activities engaged in by the child without direction from any external source Brain plasticity - the ability of the brain to modify its connections or re-wire itself. Without this ability, any brain would be unable to develop from infancy through to adulthood or recover from brain injury Child-directed play - evolves when children choose what to play and make up their own rules for how to play. Child-initiated play - is instigated, led, and controlled by the child rather than the adult. Explanation of change Added references; separated the indicator into one measurable assessment at a time; inserted wording "provider-approved" and "materials provided," so providers can have some control of acceptable choices; specify minimum free play time in morning and afternoon instead of ½ day; separated the indicator into one measurable assessment at a time; inserted wording "weather permitting."
PROVIDER'S ACTIVITIES	
3.2 Children are engaged in learning experiences most of the time. Their faces often reflect concentration.	3.2 Children are engaged in learning experiences most of the time. 3.2a Learning and engagement experiences constitute 75% of children's, excluding infants, time present in the family child care program. (This applies to half day (4-6 hours) and full day programs (8-10 hours). 3.2b Children's waiting times, including infants in cribs or other furniture/equipment with nothing engaging to do, does not exceed 3 minutes. 3.2c Children have accessibility of materials 75% of the time while present in the family child care program. References Alharbi, M. O., & Alzahrani, M. M. (2020). The importance of learning through play in early childhood education: Reflection on the "Bold Beginnings" Report. International Journal of the Whole Child, 5(2), 9-17. https://libjournals.mtsu.edu/index.php/ijwc Haslip, M. J., & Gullo, D. F. (2018). The changing landscape of early childhood education: Implications for policy and practice. Early Childhood Education Journal, 46(3), 249-264.

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Summary
With rapidly changing societal and global developments and demographic and economic change, our institutions require much greater investment in children by shifting our focus towards aligned systems of high quality, holistically oriented learning experiences sustained across early childhood and transcending national and cultural boundaries. Counter to the Bold Beginnings report which advocates more academic teachings for preschool and kindergarteners, the authors explain how learning through play provides children the opportunities to grow in a risk-free environment, develop skills in communication, expression, discover and investigation, social-emotional and self-esteem, language and literacy, and cognition. Since learning in early childhood lays a foundation for elementary school and prepares children for life, every experience is a learning experience.

Learning through play provides children the opportunities to grow in a risk-free environment, develop skills in communication, expression, discover and investigation, social-emotional and self-esteem, language and literacy, and cognition. Since learning in early childhood lays a foundation for elementary school and prepares children for life, every experience is a learning experience.

	Delay of gratification tasks do not assess the extent to which a young child can wait in the absence of an explicit reward or what we term “patience as a virtue.” Evidence shows there is a direct link between “patience as a virtue” and delay of gratification n performance. Most children develop self-regulation rapidly during early childhood, and those children follow three distinct developmental patterns of growth - based on timing of rapid gains, child gender, early language skills, and maternal education levels. Culture-specific maternal socialization goals and interaction behaviors were related to delay-of-gratification performance. Accommodation is used throughout life and a child increasingly adapts to their environment in a more complex manner while accepting something from their environment. Having accessibility allows the child to interact with materials in their environment to strengthening their high psychological processes. Glossary Holistic approach - a comprehensive approach to teaching where educators seek to address the emotional, social, ethical, and academic needs of students in an integrated learning format for mind and body. Whole child approach - transitions away from a focus on narrowly defined academic achievement to one that incorporates a broader view of the skills and knowledge that all children must develop for long-term success. Self-regulation- the ability to manage your emotions and behavior in accordance with the demands of the situation. ... It is a set of skills that enables children, as they mature, to direct their own behavior towards a goal, despite the unpredictability of the world and our own feelings. Accessibility - the availability of something or ease of 'access' to it. Accommodation - altering one's existing schemas, or ideas, as a result of new information or new experiences. Explanation of change Added references; separated the indicator into one measurable assessment at a time; removed working about how engagement should look; Engagement depends on how children approach learning; specified time for “most

	for the times"; specified time for children to wait with nothing to do; to specify time to identify most of the day.
3.3 The provider supports and extends children's self-directed play as well as offering learning experiences and materials that are appropriate for, and extend, the abilities and interests of the children.	3.3 The provider supports and extends children's self-directed play by offering learning experiences and materials that are age appropriate. 3.3a The provider offers learning experiences and materials that are appropriate for, and extend, the abilities and interests of the children. 3.3b The provider supports and extends the abilities and interests of the children without interrupting or taking over their play. References Barker, J. E., Semenov, A. D., Michaelson, L., Provan, L. S., Snyder, H. R., & Munakata, Y. (2014). Less structured time in children's daily lives predicts self-directed executive functioning. Frontiers in psychology, 5, 593. https://doi.org/10.3389/fpsyg.2014.00593 Cassidy A. (2013) Age appropriate. In Volkmar F.R. (eds.). Encyclopedia of Autism Spectrum Disorders. Springer. https://doi.org/10.1007/978-1-4419-1698-3_1349 Fiechtner, J. C., & Albrecht, K. M. (2019). The teacher's role in supporting child-directed play. He Kupu, 6(2), 3-7. https://www.hekupu.ac.nz Gray, P. (2020). Risky play: Why children love and need it. In The Routledge Handbook of Designing Public Spaces for Young People, 39-51). Routledge. Hudgins, B. B., & Edelman, S. (1988). Children's self-directed critical thinking. The Journal of Educational Research, 81(5), 262-273. https://doi.org/10.1080/00220671.1988.10885834 Richards, M. N., Putnick, D. L., Bradley, L. P., Lang, K. M., Little, T. D., Suwalsky, J. T., & Bornstein, M. H. (2020). Children's utilization of toys is moderated by age-appropriateness, toy category, and child age. Applied Developmental Science, 1-14. https://doi.org/10.1080/10888691.2020.1760868 Ashiabi, G.S. (2007). Play in the preschool classroom: Its socioemotional significance and the teacher's role in play. Early Childhood Educ J 35, 199-207. https://doi.org/10.1007/s10643-007-0165-8

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Summary
Children’s executive management in early childhood predict their life outcomes. The more time children spent in less-structured activities, the better their self-directed executive functioning. Structured activities predicted poorer self-directed executive functioning in children. Unstructured, child-directed play is one type of play that is especially important to Children’s development during early childhood. The biological drive to play emotionally exciting, physically risky ways when they are free to do so helps the young to develop the courage, confidence, and physical abilities needed to face life’s inevitable challenges and emergencies. North American children are at greater risk, long term, because adults deprive them of risky play more than safe play. Findings in an experiment of a self-directed critical thinking test scores before and after a problem-solving task found Children’s score in the experiment group was significantly higher than those in the control group in application, the amount of relevant information used to solve the problem, and the quality of answer. Findings demonstrate children were less likely to fully utilize toys targeted toward older children than age-appropriate toys, but it depended on the toy category and the child’s age.

Understanding the significance of play could make teachers less apprehensive about using play to promote learning and

	development. Teachers agree that children spend more time in a particular area when teachers stay with children and have conversations related to the Children's work in play-based interactions that are rich in language, pretending, problem-solving, and creativity. The role of the teacher is as a positive, conscious, and deliberate model of self-regulated learning. Learning experiences offers an ideal and significant opportunity for families and other caregivers to engage fully with children using toys as an instrument of play and interaction. Adults' words and deeds often do not line up with their mindsets about children's ability. Adults may endorse a growth mindset but fail to use constructive language and behavior when the children have setbacks. These practices lead children toward more of a fixed mindset about their abilities. However, when adults endorse a growth mindset in their language used and behavior, students learn that difficulty and confusion do not mean that they are incompetent but rather pave the way for further learning. Glossary Child-directed play - play may be facilitated by an adult but is still totally under the child's direction and control. Executive function - a set of mental skills that include working memory, flexible thinking, and self-control. Reduced executive function can for example, make it hard to focus, follow directions, and manage your emotions. Self-regulation - the ability to manage your emotions and behavior in accordance with the demands of the situation. ... It is a set of skills that enables children, as they mature, to direct their own behavior towards a goal, despite the unpredictability of the world and our own feelings. Explanation of change Added reference; separated the indicator into one measurable assessment at a time.
3.4 Updated 2017 The provider has a system in place to gather and document information about Children's interests, behavior, development, learning progress, and needs. The provider uses this system to analyze the information and set goals that support the Children's development.	3.4 The provider has a developmentally appropriate child needs assessment system in place to gather and document information about Children's interests, behavior, development, learning progress, and needs. 3.4a The provider uses a developmentally appropriate child needs assessment to analyze the information and set goals that support the Children's development.

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Piper, A. M., D'Angelo, S., & Hollan, J. (2013, February). Going digital: Understanding paper and photo documentation practices in early childhood education. In Proceedings of the 2013 conference on Computer supported cooperative work, 1319-1328. https://doi.org/10.1145/2441776.2441925

Summary

Young children construct knowledge in experiential, interactive, concrete, and hands-on ways rather than through abstract reasoning and paper and pencil activities alone. The expression of what young children know and can do would best be served in collecting and documenting information about children. The missing links in teaching and pedagogical approaches that all beginning teachers need to learn, for example is how to plan around learning goals and Children's needs, how to engage in purposeful instruction and reflect on the results, how to evaluate children learning, and how to plan for next steps for

	individual children with intentional opportunities to engage in a clearly-defined, research-based assessment process. Scaffolding effectively improve children's interest in topics. However, all scaffolding must be used continuously to keep the child's interest in the topics until the child has the initiative way to solve their problem without the others. Results show that differences in the way teachers respond to children's interests in the classroom may be associated with differences in teachers' perceptions of what counts as worthwhile knowledge for preschool children, teachers' image of children and teachers' conceptualization of young children's interests. Teachers continue to struggle to develop effective individual learning plans. But setting goals and reevaluating those goals consistently and periodically helps to assess progress in meeting the goals. Glossary Pedagogy - the method and practice of teaching Scaffolding - a method in which teachers offer a particular kind of support to students as they learn and develop a new concept or skill. Explanation of change Added references; separated the indicator into one measurable assessment at a time
3.5 The provider understands how children grow and learn. The provider uses this knowledge to design the environment and plan learning experiences that are developmentally appropriate for each child.	3.5 The provider understands child development. 3.5a The provider uses their knowledge of child development to design the environment. 3.5b The provider uses child development knowledge to plan learning experiences that are developmentally appropriate for each child. References: Bredekamp, S., & Copple, C. (1997). Developmentally appropriate practice in early childhood programs (Rev. ed.). National Association for the Education of Young Children. Charlesworth, R. (2016). Understanding child development. Cengage Learning. Vogt, F., Hauser, B., Stebler, R., Rechsteiner, K. & Urech, C. (2018). Learning through play: Pedagogy and learning outcomes in early childhood mathematics. European Early Childhood Education Research Journal, 26(4), 589-603,

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	When you know theories of child development, and child characteristics and milestones, you can plan learning experiences based on the child's cultural background and evaluate the child individually through assessment. Glossary Differentiated instruction - tailoring instruction to meet individual needs. Affordance - what the environment offers the individual. what it provides or furnishes Ecology - the relations of organisms to one another and to their physical surroundings. Developmentally appropriate practice - methods that promote each child's optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning. Explanation of change Added references; break the indicator into one measurable assessment at a time.
3.6 The provider plans learning experiences that build on the needs and interests of the children, being flexible in adapting the plans.	3.6 The provider plans learning experiences that build on the needs and interests of the children, being flexible in adapting the plans. 3.6a The provider plans learning experiences that are flexible and can be adapted to meet the needs of the child. References: Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press. Wood, D. J., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. Journal of Child Psychiatry and Psychology, 17(2), 89-100. http://doi.org/10.1111/j.1469-7610.1976.tb00381.x Summary An interactive system of learning between the provider (as the more knowledgeable other) and the child (as the less knowledgeable other) is when the provider understands the child's acts. The provider needs to get the child's attention, reduce the task to manageable limits, maintains direction in solving the problem, marks critical features to control a child's frustration and demonstrate solutions

	when the child can recognize them allowing for adaptations when needed. Glossary Adapt - a change or the process of change by which a child becomes better suited to their environment. Explanation of change Added references; break the indicator into one measurable assessment at a time.
3.7 If the child has been diagnosed with a specific condition, and a plan has been implemented (i.e. Individual Family Service Plan (IFSP) or the Individual Education Plan (IEP), or 504 Plan), the provider follows the proscribed plan, and provides activities that support learning based on the age and abilities of the child.	3.7 The provider will conduct early screenings of health-related issues and developmental delays to support early intervention at least once annually. 3.7a If the child is professionally diagnosed with a health-related issues and/or developmental delays, a formal plan is created, such as an Individualized Family Service Plan (IFSP). 3.7b The provider follows the prescribed plan and assist with services and activities that support learning based on the developmental goals created for the child. References: American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. (2020). CFOC Standards Online Database. National Resource Center for Health and Safety in Child Care and Early Education. http://nrckids.org Miller, R. N., (2017). Early childhood disparities spur medicine's call to action. https://www.ama-assn.org Parlakian, R. (2021). What you need to know: Early Intervention. https://www.zerotothree.org Copple, C., and Bredekamp, S. (Ed.) (1987). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. National Association for the Education of Young Children. http://www.naeyc.org U.S. Department of Justice (2021). Federal protections against national origins discrimination. U.S. Department of Justice. https://www.justice.gov Vygotsky, L. (1978). Mind in society: The development of higher psychological processes. Harvard University Press

	Summary Researchers found a strong correlation between the likelihood of cognitive impairment, especially of newborns to 3-year-olds, and the lowest of household incomes. The most common reasons for impairment are environmental trauma of unborn children while inside of their mothers, including poor nutrition and prenatal care, and fetal exposure to alcohol and drugs. Trauma produces toxic stress on early brain development brought on and aggravated by continued economic hardship which can change a child's hormones and other systems that interfere with their ability to strengthen executive function and self-regulation. Early intervention can mediate such traumas. If your child's evaluation shows that they qualify for intervention services, the IFSP describes your child's current levels of development, developmental goals, what services, including when, and how frequently your child and family will receive each service, and identify the location of your child receiving these services. Each child is unique, and the provider works in partnership with families and other professionals to provide the support every child needs to reach their full potential. Glossary Early intervention - a child's developmental delays can be addressed best when they are discovered early. Executive function - a set of mental skills that include working memory, flexible thinking, and self-control. Self-regulation - a set of mental skills that include working memory, flexible thinking, and self-control. Reduced executive function can for example, make it hard to focus, follow directions, and manage your emotions. Individualized Family Service Plan - one type of plan for a child's learning that addresses the details of the child's intervention program. Developmentally appropriate practice (DAP) core considerations are 1) commonality in children's development and learning, 2). individuality reflecting each child's unique characteristics and experiences, and 3) children and families' social and cultural context.

	Explanation of change Added references; break the indicator into one measurable assessment at a time.
3.8 The provider seeks information about each families' cultural traditions and is sensitive when using this information during curricula planning and other learning activities.	3.8 The provider seeks information about each families' cultural traditions and is sensitive when incorporating this information during curriculum planning and other learning activities. For example, this information can be gleaned through initial enrollment forms, interviews conducted at initial visit, informal conversations with family, hosting a family traditions night, etc. References: Copple, C., and Bredekamp, S. (Ed.) (1987). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. National Association for the Education of Young Children. http://www.naeyc.org Matusov, E., & Hayes, R. (2000). Sociocultural critique of Piaget and Vygotsky. New Ideas in Psychology, 18(2-3), 215-239. Offorma, G. C. (2016). Integrating components of culture in curriculum planning. International Journal of Curriculum and Instruction, 8(1), 1-8. http://ijci.wcci-international.org Rienties, B., Nanclares, N. H., Jindal-Snape, D., & Alcott, P. (2013). The role of cultural background and team divisions in developing social learning relations in the classroom. Journal of Studies in International Education, 17(4), 332-353. https://doi.org/10.1177/1028315312463826 Summary Cultural tendencies impact the way children participate in education. Vygotsky argued that children begin school with a framework of their home culture and practices. To build upon what children already experienced in their culture and ensure a smooth transfer of learning, Piaget argued new information must connect with old experiences or children/families may dismiss the new information because it may be viewed as in conflict with their culture/experiences. Glossary Culture - the customs, arts, social institutions, and achievements of a particular nation, people, or other social group.

	Explanation of change Added references; separate the indicator into one measurable assessment at a time.
3.9 Most of the Children's learning experiences promote many kinds of development simultaneously - the curriculum is integrated and holistic rather than focused on one area of development at a time. For example, a play dough activity includes art, math, science, self, social, and language development.	3.9 Most of the Children's learning experiences promote many kinds of development simultaneously - the curriculum is integrated and holistic rather than focused on one area of development at a time. For example, a play dough activity includes art, math, science, self, social, and language development. References: Patel, N. V. (2003). A holistic approach to learning and teaching interaction: Factors in the development of critical learners. International Journal of Educational Management, 17(6/7), 272-284. https://www.emerald.com Whitehead, A. N. (1959). The aims of education. Daedalus, 88(1), 192-205. http://www.jstor.org Summary The holistic approach to learning activates a child's personality, intellect, emotions, imagination, and body. Children develop skills to be critical, confident, and independent through a process that explicitly recognizes the self and the social context of learning and teaching. In doing so, the holistic approach recognizes the needs of the individual child in the interaction and social exchanges that take place. These interactions become the foundation for developing critical learners that improve the quality of the teaching situation and the child's level of achievement. Glossary Holistic learning - an approach to fully activate all aspects of the learner's personality, intellect, emotions, imagination, body, for more effective and comprehensive learning. Explanation of change Added references
3.10 Children age 4 and older can pursue special interests or hobbies, working on projects that may evolve over days or weeks. (This could be N/A if no children are 4 or older).	3.10 Children can pursue special interests or hobbies, working on projects that may evolve over days or weeks. References: Bruner, J. S. (1961). The act of discovery. Harvard Educational Review, 31, 21-32. https://psycnet.apa.org Chesworth, E.A. (2018) Theorising young children's interests: making connections and in-the-moment

	happenings. Learning, Culture and Social Interaction. https://doi.org/10.1016/j.lcsi.2018.11.010 Neitzel, C. L., Alexander, J. M., & Johnson, K. E. (2019). The emergence of children's interest orientations during early childhood: When predisposition meets opportunity. Learning, Culture and Social Interaction, 23, 100271.https://doi.org/10.1016/j.lcsi.2019.01.004 Summary Best through self-discovery, children construct their own knowledge by organizing and categorizing information using a coding system best. Children demonstrate types of early interests, such as conceptual, procedural, creative, and socially oriented. Their interests are socialized and supported through an array of parental and home factors. Children's interests are constituted by a combination of Children's intentional motivations to make connections with sociocultural behaviors and the unpredictable happenings that emerge through engagement with activities, sometimes over time, in early childhood settings. Glossary Conceptual interests - where a child tends to rely on parents or other older individuals to provide a significant amount of relevant information Procedural interests - rule structure that provides some certainty about outcomes of action. Creative interests - relating to or involving the imagination or original ideas, especially in the production of an artistic work; helps form new neural connections and grow new brain cells. Socially-oriented interests - living or preferring to live in a community rather than alone. Explanation of change Added references; removed the age limitation for children under age 4 who are interested in short-term projects
CHILD-DIRECTED ACTIVITIES	
3.11 The provider offers opportunities to practice and explore new skills in a range of developmental areas.	3.11 The provider offers opportunities to practice and explore new skills in physical development and motor skills, social and emotional development, approaches to play and learning, communication, language, and literacy, and cognitive development and general knowledge.

	References: Bruner, J. S. (1961). The act of discovery. Harvard Educational Review, 31, 21-32. https://psycnet.apa.org Nilsson, M., Ferholt, B., & Lecusay, R. (2018). The playing-exploring child: Reconceptualizing the relationship between play and learning in early childhood education. Contemporary Issues in Early Childhood, 19(3), 231-245.https://doi.org/10.1177/1463949117710800 Vygotsky, L. S. (1930/1978). Mind in society: The development of higher psychological processes. Harvard University Press. Summary Researchers relates play to exploration and proposes that learning is an outcome of imagination and reality. Exploration was found to be a counterpart to play, and this new perspective has implications for the design and practice of early childhood education. 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 and is limited to the imaginative play of preschoolers. Bruner proposed three modes of thinking in play through action, image, and language. Both Vygotsky and Bruner agree on children having opportunities for practice and exploration. Glossary Exploration - the act of searching an unfamiliar area to learn about it. Play - intrinsically motivated activities done for recreational pleasure and enjoyment. Explanation of change Added references; specified five developmental areas
3.12 The provider gives the children the support they need to succeed in a range of learning experiences, scaffolding them to success. This available support helps the child feel comfortable trying new activities.	3.12 The provider scaffolds children to feel comfortable trying new activities in a range of learning experiences in physical development and motor skills, social and emotional development, approaches to play and learning, communication, language, and literacy, and cognitive development and general knowledge. References Gillespie, L.G. & Greenberg, J.D. (2017). Rocking and rolling: Empowering infants and toddlers' learning through

	scaffolding. https://www.naeyc.org Wood, D. J., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. Journal of Child Psychiatry and Psychology, 17(2), 89-100. http://doi.org/10.1111/j.1469-7610.1976.tb00381.x Vygotsky, L. S. (1930/1978). Mind in society: The development of higher psychological processes. Harvard University Press. Summary The purpose of Vygotsky's Zone of Proximal Development and Wood et al. (1976) scaffolding is to provide children a better chance of successfully using new knowledge independently. Glossary Zone of proximal development - the space between what a learner can do without assistance and what a learner can do with guidance or in collaboration with more capable others. Scaffold - supportive activities provided by a more capable other to support the child. Explanation of change Added references; rewording the sentence; specified five developmental areas
3.13 When appropriate, the provider extends Children's learning by describing what they are doing and asking them open-ended questions.	3.13 The provider extends Children's learning by describing to children what they are doing and asking children open-ended questions. References: Chidler, M., & Plummer, E. (2019). Learning beyond the classroom. Surviving and Thriving in the Secondary School, 162-173. Routledge. https://doi.org/10.4324/9781351037143 Massey, S.L. Teacher-Child Conversation in the Preschool Classroom. Early Childhood Education Journal 31, 227-231 (2004). https://doi.org/10.1023/B:ECEJ.0000024113.69141.23 Nilsson, M., Ferholt, B., & Lecusay, R. (2018). The playing-exploring child: Reconceptualizing the relationship between play and learning in early childhood education. Contemporary Issues in Early Childhood, 19(3), 231-

	245.https://doi.org/10.1177/1463949117710800 Summary Narrative theory is based on the concept that people are essentially storytellers. Narrative talk can be encouraged when teachers ask children to share personal experiences to extend learning. Activities, such as narration and open-ended questions, support learning and can be used as effective tools to facilitate and enhance Children's learning and teachers teaching. Teachers can gain an understanding of how innovative approaches to learning can facilitate a transformative learning experience for children. Glossary Narrate - when the provider describes to children what's happening next, what you are going to do to them, what they may be seeing, what they may be experiencing. Open-ended questions - questions that provide opportunities for children to express their ideas and to receive feedback on what they have shared. Explanation of change Added references
3.14 The provider helps children engage in activities by breaking complex tasks into simple ones or increasing the difficulty of activities by combining familiar materials in innovative ways and contexts.	3.14 The provider helps children engage in activities by breaking complex tasks into simple ones. 3.14a The provider helps children engage in activities by increasing the difficulty of activities by combining familiar materials in innovative ways and contexts. References: Vygotsky, L. S. (1930/1978). Mind in society: The development of higher psychological processes. Harvard University Press. Wood, D. J., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. Journal of Child Psychiatry and Psychology, 17(2), 89-100. http://doi.org/10.1111/j.1469-7610.1976.tb00381.x Summary In Vygotsky's Zone of Proximal Development, the provider reduces the space between what a child can do without assistance and what a child can do with assistance by scaffolding complex tasks into tasks manageable by children until they are prepared to increase the complexity of the task.

	Glossary Zone of proximal development - the space between what a learner can do without assistance and what a learner can do with guidance or in collaboration with more capable others. Scaffold - supportive activities provided by a more capable other to support the child. Explanation of change Added references; break the indicator into one measurable assessment at a time.
3.15 The provider finds opportunities to support children in learning specific skills and concepts when they show interest in learning them.	3.15 The provider finds opportunities to support children in learning specific skills and concepts when they show interest in learning them. References: Bruner, J. S. (1961). The act of discovery. Harvard Educational Review, 31, 21-32. https://psycnet.apa.org Neitzel, C. L., Alexander, J. M., & Johnson, K. E. (2019). The emergence of children's interest orientations during early childhood: When predisposition meets opportunity. Learning, Culture and Social Interaction, 23, 100271. https://doi.org/10.1016/j.lcsi.2019.01.004 Vygotsky, L. S. (1930/1978). Mind in society: The development of higher psychological processes. Harvard University Press. Wood, D. J., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. Journal of Child Psychiatry and Psychology, 17(2), 89-100. http://doi.org/10.1111/j.1469-7610.1976.tb00381.x Summary Children's interests are not simple reflections of personal styles or predispositions but are socialized and supported through an array of parental and home factors. Scaffolding teaches specific skills and concepts that provide children a better chance of successfully using new knowledge independently. Glossary Scaffolding - supportive activities provided by a more capable other to support the child.

	Explanation of change Added references
3.16 The provider takes advantage of, and builds upon, the many natural learning experiences and "teachable moments" associated with daily life in a home.	3.16 The provider takes advantage of, and builds upon, the many natural learning experiences and "teachable moments" associated with daily life in a home. References: Chesworth, L. (2019). Theorizing young children's interests: Making connections and in-the-moment happenings. Learning, Culture and Social Interaction, 23. https://doi.org/10.1016/j.lcsi.2018.11.010 Maslow, A. H. (1954). Motivation and Personality. Harper and Row. Mathes, E. W. (1981). Maslow's hierarchy of needs as a guide for living. Journal of Humanistic Psychology, 21(4), 69-72. https://doi.org/10.1177/002216788102100406 Summary The process of executing teachable moments means to find moments, building rapport, understanding the child's point of view, presenting true perspective of the concept, clarifying the approach, evaluating another proposition with the same approach, and the provider and child adding to their experiences for further use. This helps the provider understand what the child learns and does not learn, and the child learns the prospective of teacher. Once the provider and child experience several teachable moments in a home setting, they start to understand one another cognitively, socially, and psychologically. Glossary Teachable moments - unplanned seized opportunities for teaching important aspects related to learning contents, social and moral concepts Explanation of change Added references
3.17 Updated 2017 The provider supports Children's play, without dominating it, by simply observing, offering materials, joining in, or making gentle suggestions as needed.	3.17 The provider supports Children's play, without dominating it, by simply observing, offering materials, joining in, or making gentle suggestions as needed. References Vygotsky, L. S. (1930/1978). Mind in society: The development of higher psychological processes. Harvard University Press.

	Wood, D. J., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. Journal of Child Psychiatry and Psychology, 17(2), 89-100. http://doi.org/10.1111/j.1469-7610.1976.tb00381.x Summary As the provider observes what a child can do without assistance, to increase the child's mental acumen, the provider offers support activities or materials to scaffold tasks manageable by children until they are prepared to increase the complexity of the task. Glossary Scaffolding - supportive activities provided by a more capable other to support the child. Explanation of change Added references
3.18 Updated 2017 The provider plays interactive games with children, especially with infants and toddlers. (Interactive games include imitating infants' sounds, peek-a-boo, call and response rhymes, Simon Says, and card or board games).	3.18 The provider plays interactive games with children, especially with infants and toddlers, for example imitating infants' sounds, peek-a-boo, call and response rhymes, Simon Says, and card or board games, etc. References: Bandura, A. (1991). Social cognitive theory of self-regulation. Organization Behavior and Human Decision Processes, 50, 248-287. Eckerman, C. O. (2017). Imitation and toddlers' achievement of coordinated action with others. In New perspectives in early communicative development, 116-138). Routledge. https://doi.org/10.4324/9781315111322 Hoogsteder, M., Maier, R., & Elbers, E. (1996). The architecture of adult-child interaction: Joint problem solving and the structure of cooperation. Learning and Instruction, 6(4), 345-358. https://doi.org/10.1016/S0959-4752(96)00020-5 Tominey, S. L., O'Bryon, E. C., Rivers, S. E., & Shapses, S. (2017). Teaching emotional intelligence in early childhood. Young Children, 72(1), 6-14. https://naeyc.org Summary Coined Social Learning Theory, Bandura found that much child learning and development comes from modeling and simple observations. Engagement in interactive games, where children adults and children socialize and can mimic

	one another, fulfills a meaningful need to teach children self-awareness, anger management, empathy, self-control, and relationship management for lifetime social emotional success. By listening, paying attention, and sharing play experiences, children explore their feelings, develop self-discipline, learn how to express themselves, and work out emotional aspects of life, especially in social and guided play. Imitation of others' play actions is a developmentally mature way of behaving during the transition between an infant's ritualized coordinated action with another to developing non-ritualized social skills with others. Children learn to self-regulate as they follow norms and pay attention while experiencing feelings such as anticipation or frustration. Play also teaches children how to set and change rules, and how to decide when to lead and when to follow. Glossary Self-regulation - the ability to manage your emotions and behavior in accordance with the demands of the situation. ... It is a set of skills that enables children, as they mature, to direct their own behavior towards a goal, despite the unpredictability of the world and our own feelings. Executive function - a set of mental skills that include working memory, flexible thinking, and self-control. Reduced executive function can for example, make it hard to focus, follow directions, and manage your emotions. Interactive - two people influencing each other. Imitation - advanced behavior whereby an individual observes and replicates another's behavior. Imitation is also a form of social learning that leads to the development of one's culture. Explanation of change Added references
3.19 Except for necessary routines and transitions, the provider encourages but does not force children into activities. Most of the time, children can move in and out of an activity, stand and watch, or choose not to participate at all.	3.19 Except for necessary routines and transitions, the provider encourages but does not force children into activities. For example, most of the time, children can move in and out of an activity, stand and watch, or choose not to participate at all. 3.19a The provider allows or sets up alternative activities for children not interested in group play. References: Algozzine, B. & Anderson, K. M. (2007). Tips for teaching:

	Differentiating instruction to include all students, preventing school failure: Alternative education for children and youth, 51(3), 49-54. https://doi.org/10.3200/PSFL.51.3.49-54 Seitz, H. J. (2006). The plan: Building on children's interests. Young Children, 61(2), 36. https://www.naeyc.org Summary Knowing and understanding young Children's characteristics needs, and the multiple influences on development and learning helps the provider understand what developmental paths to create for individual children through differentiated instruction. Glossary Differentiated instruction - tailoring instruction to meet individual needs. Explanation of change Added references; separate the indicator into one measurable assessment at a time.
3.20 The provider is physically active enough to keep up with the children. The provider or an assistant can lift infants and toddlers.	3.20 The provider is physically active enough to keep up with the children. 3.20a The provider or an assistant can lift infants and toddlers. References: Centers for Disease Control and Prevention. (2018). Physical activity guidelines for Americans (2nd ed.). U.S. Department of Health and Human Services, Centers for Disease Control and Prevention. https://www.cdc.gov Gratz, R. R., Claffey, A., King, P., & Scheuer, G. (2002). The physical demands and ergonomics of working with young children. Early Child Development and Care, 172(6), 531-537. https://doi.org/10.1080/03004430215109 Kwon, K. A., Ford, T. G., Jeon, L., Malek-Lasater, A., Ellis, N., Randall, K., ... & Salvatore, A. L. (2021). Testing a holistic conceptual framework for early childhood teacher well-being. Journal of School Psychology, 86, 178-197. https://doi.org/10.1016/j.jsp.2021.03.006 Viotti, S., Martini, M., & Converso, D. (2017). Are there any job resources capable of moderating the effect of physical

	demands on work ability? A study among kindergarten teachers. International Journal of Occupational Safety and Ergonomics, 23(4), 544-552.https://doi.org/10.1080/10803548.2016.1267976
SCHEDULES AND ROUTINES	
3.21 The provider usually maintains a consistent, yet flexible, sequence of daily events and learning experiences, which are adapted to meet the individual needs of each child and the changing group.	3.21 The provider usually maintains a consistent, yet flexible, sequence of daily events and learning experiences, which are adapted to meet the individual needs of each child and the changing group. References Ainsworth, M. D. S. (1991). Attachments and other affectional bonds across the life cycle. In C. M. Parkes, J. Stevenson-Hinde, & P. Marris (eds.), Attachment Across the Life Cycle, 33-51. Taylor & Francis Group. https://ebookcentral.proquest.com Hemmeter, M. L., Ostrosky, M., & Fox, L. (2006). Social and emotional foundations for early learning: A conceptual model for intervention. School Psychology Review 35(4), 583-601. https://doi.org/10.1080/02796015.2006.12087963 Summary Consistent routines, activities that happen at about the same time and in about the same way each day, provide comfort and a sense of safety to young children. Children learn to trust that caring adults will provide what they need. Secure or healthy attachment is the foundation that lets your child explore the world, have a safe place to come back to, and is essential to long-term emotional health. Glossary Attachment theory - on the relationships and bonds between people Explanation of change Added references
3.22 Learning experiences and transitions are generally smooth and unhurried; children can usually finish activities at their own pace. They seem to know what is expected of them.	3.22 Learning experiences and transitions are generally smooth and unhurried. 3.22a Children can usually finish activities at their own pace. 3.22b Children appear to know their routine/schedule. References:

	Ainsworth, M. D. S. (1991). Attachments and other affectional bonds across the life cycle. In C. M. Parkes, J. Stevenson-Hinde, & P. Marris (eds.), Attachment Across the Life Cycle, 33-51. Taylor & Francis Group. https://ebookcentral.proquest.com Bredekamp, S. (Ed.) (1987). Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth through age 8. National Association for the Education of Young Children. Register, D., & Humpal, M. (2007). Using musical transitions in early childhood classrooms: Three case examples, Music Therapy Perspectives, 25(1), 25-31, https://doi.org/10.1093/mtp/25.1.25 Summary Transitions occur as part of everyone's day. However, transitioning between activities, places, or events often is extremely challenging for young children. Students transition more easily when providers think about and plan for transitions. Music seemed to effectively help children transition more quickly within the organization of the school day. Providers that use developmentally appropriate practice engage in three core considerations: commonality in children's development and learning, individuality reflecting each child's unique characteristics and experiences, and the context in which development occurs. Consistent routines, activities that happen at about the same time and in about the same way each day, provide comfort and a sense of safety to young children. Glossary Developmentally appropriate practice - methods that promote each child's optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning. Transition - the process of changing from one task or activity to another. Explanation of change Added references; separated the indicator into one measurable assessment at a time; replaced “expectation of them” to “routine/schedule.”
3.23 Updated 2017 *The provider greets children and parents warmly every day. Upon arrival, based on the	3.23 The provider greets children and parents warmly every day.

child's needs, the provider helps the child become engaged in what is happening, or provides a quiet place until they are ready to be engaged.	3.23a Upon arrival, based on the child's needs, the provider helps the child become engaged in what is happening or provides a quiet place until the child is ready to be engaged. References: Boyd, M. P., Jarmark, C. J., & Edmiston, B. (2018). Building bridges: coauthoring a class handshake, building a classroom community. Pedagogies, 13(4), 330-352. https://doi.org/10.1080/1554480X.2018.1437731 Harms, T., Cryer, D., & Clifford, R. M. (2007). Family Child Care Environment Rating Scale (Rev. ed.). Teachers College Press. https://fpg.unc.edu Laver, J. (2011). Linguistic routines and politeness in greeting and parting. Conversational Routine, 289-304. De Gruyter Mouton. https://doi.org/10.1515/9783110809145.289 Register, D., & Humpal, M. (2007). Using musical transitions in early childhood classrooms: Three case examples, Music Therapy Perspectives, 25(1), 25-31, https://doi.org/10.1093/mtp/25.1.25 Summary We find that the greetings perpetuating a sense of we-ness of this classroom community of practice which extends attention beyond procedural moves to a big picture examination of purposeful, gradual, and coherent orchestrations of collaborative practices and relations that, together and across time, build community. Transitioning between activities, places, or events often is extremely challenging for young children. Students transition more easily when providers think about and plan for transitions. Glossary Greeting - the action of giving a sign of welcome or recognition. Explanation of change Added references; separate the indicator into one measurable assessment at a time.
3.24 The provider helps children and parents to cope with separation at drop-off and pick-up times.	3.24 The provider helps children and parents to cope with separation, for example at drop-off and pick-up times. References: Ainsworth, M. D. S. (1991). Attachments and other affectional bonds across the life cycle. In C. M. Parkes, J.

	Stevenson-Hinde, & P. Marris (eds.), Attachment Across the Life Cycle, 33-51. Taylor & Francis Group. https://ebookcentral.proquest.com Wuyts, D., Soenens, B., Vansteenkiste, M., Van Petegem, S., & Brenning, K. (2017). The role of separation anxiety in mothers' use of autonomy support: An observational study. Journal of Child and Family studies, 26(7), 1949-1957. http://doi.org/10.1007/s10826-017-0707-7 Summary Children are especially prone to separation anxiety during times of stress when they cannot think about anything but the present fear of separation. Although children normally grow out of this by the age of three, it may be an indication of insecure attachments and trust and safety issues. Glossary Separation anxiety - a normal development in which a child becomes excessively anxious when separated from their loved one. Cope - to deal effectively with something difficult. Explanation of change Added references; identified drop-off and pick-up times as examples.
3.25 Updated 2017 The provider takes the children outdoors (when neighborhood conditions are safe) 1 to 2 or more times during the day, for a total of at least 60 minutes per day, weather permitting (i.e. no active precipitation, extreme weather conditions or advisory warnings that may affect the health or safety of the children). During colder and warmer weather temperature and conditions, children are dressed appropriately for active outdoor play.	3.25 The provider takes the children outdoors (when neighborhood conditions are safe) 2 or more times during the day, for at least 60 minutes each time, weather permitting (i.e. no active precipitation, extreme weather conditions or advisory warnings that may affect the health or safety of the children). 3.25a During colder and warmer weather temperature and conditions, children are dressed appropriately for active outdoor play. 3.25b Providers should have any bare soil in or around their child care facility tested for lead by an EPA-recognized National Lead Laboratory Accreditation Laboratory (NLLAP). 3.25c Providers will cover any bare soil with mulch, plantings, or grass. References Harms, T., Cryer, D., Clifford, R. M., & Yazejian, N. (2019). Family Child Care Environment Rating Scale (3rd ed.).

	Teachers College Press. https://fpg.unc.edu Kemple, K. M., Oh, J., Kenney, E., & Smith-Bonahue, T. (2016). The power of outdoor play and play in natural environments. Childhood Education, 92(6), 446-454. https://doi.org/10.1080/00094056.2016.1251793 Liu, W., Yang, D., Shen, X., & Yang, P. (2018). Indoor clothing insulation and thermal history: A clothing model based on logistic function and running mean outdoor temperature. Building and Environment, 135, 142-152. https://doi.org/10.1016/j.buildenv.2018.03.015 Neville, S. (2018). Whatever the weather we play. Child Care, 15(7), 10-11. https://doi.org/10.12968/chca.2018.15.7.10 Summary Research findings demonstrate students generally do not engage in unstructured outdoor play during the winter months due to cold temperatures and improper dress attire. By being outdoors and engaging in unstructured play, children discover different ways of play, how to interact with peers, how to problem solve, socialization, and large muscle movement. During unstructured outdoor play, children have freedom to make decisions on their own and they work through problems socially better in the outdoor environment than in the classroom environment. Clothing has in addition an important impact on people's perception of the environment. Clothing behavior has been analyzed by investigating the external and indoor parameters that motivate people's choice of clothing. The impact of outdoor temperature on people's clothing affect people's choice of clothes the most. There is a correlation between clothing insulation and external temperature. Indoor air temperature does not seem to influence the clothing choice early in the morning, but it does seem to influence the change of clothing during the day. See the Health and Safety lead standard section for more details on lead in soil. Glossary Active precipitation - any liquid or frozen water that forms in the atmosphere and falls back to the Earth. It comes in many forms, like rain, sleet, and snow Explanation of change Added references; separated indicators; increased outdoor

	play to 2 times or more during the day for 60 minutes each time.
3.26 Rest time is appropriate, relaxing, and comfortable to meet the individual needs of children. Non-sleepers can have books and quiet toys during rest time.	3.26 Rest time is appropriate, relaxing, and comfortable to meet the individual needs of children. 3.26a Non-sleepers can have books and quiet toys during rest time. References: Bathory, E., & Tomopoulos, S. (2017). Sleep regulation, physiology and development, sleep duration and patterns, and sleep hygiene in infants, toddlers, and preschool-age children. Current problems in pediatric and adolescent health care, 47(2), 29-42. Can, Y. S., Iles-Smith, H., Chalabianloo, N., Ekiz, D., Fernandez-Ãlvarez, J., Repetto, C., Riva, G., & Ersoy, C. (2020). How to relax in stressful situations: A Smart Stress Reduction System. Healthcare, 8(2), 100. https://doi.org/10.3390/healthcare8020100 Smith, S. S., Edmed, S. L., Staton, S. L., Pattinson, C. L., & Thorpe, K. J. (2019). Correlates of naptime behaviors in preschool aged children. Nature and Science of Sleep, 11, 27. http://doi.org/10.2147/NSS.S193115 Summary An understanding of the physiology of sleep is critical. The biological rhythm of sleep and waking is regulated through the sleep-wake cycle. Sleep also has an internal rhythmic organization. These physiologic processes change over the life course, especially in the first 5 years. Adequate sleep is often difficult to achieve yet is considered very important to optimal daily function and behavior in children; thus, understanding optimal sleep duration and patterns is critical. Stress is an inescapable element of the modern age. Instances of untreated stress may lead to a reduction in the individual's health, well-being, and socio-economic situation. Glossary Stress - feeling of being overwhelmed or unable to cope with mental or emotional pressure. Explanation of change Added references; separate the indicator into one measurable assessment at a time.

3.27 Infants and toddlers can nap when they are sleepy. If needed, the provider helps them fall asleep through rocking, patting, and/or soft music.	3.27 Children can nap when they are sleepy. If needed, the provider helps children fall asleep. For example, if needed, the provider helps children fall asleep through rocking, patting, and/or soft music References: Harmat, L., Takacs, J., & Badizs, R. (2008). Music improves sleep quality in students. Journal of advanced nursing, 62(3), 327-335. http://doi.org/10.1111/j.1365-2648.2008.04602.x Landau, R. (1989). Affect and attachment: Kissing, hugging, and patting as attachment behaviors. Infant Mental Health Journal, 10(1), 59-69. https://doi.org/10.1002/1097-0355(198921)10:1 Paruthi, S., Brooks, L. J., D'Ambrosio, C., Hall, W. A., Kotagal, S., Lloyd, R. M., Malow, B.A., Maski, K., Nichols, C., Quan, S., F., Rosen, C. L., Troester, M.M., & Wise, M. S. (2016). Recommended amount of sleep for pediatric populations: A consensus statement of the American Academy of Sleep Medicine. Journal of Clinical Sleep Medicine, 12(6), 785-786. http://doi.org/10.5664/jcsm.5866 Summary Sleep is essential for optimal health in children and adolescents. Findings suggested there is an intricate behavior between infant's affectionate behavior and attachment. Paruthi et al. (2016) recommended infants* 4 months to 12 months should sleep 12 to 16 hours per 24 hours (including naps); children 1 to 2 years of age should sleep 11 to 14 hours per 24 hours (including naps); children 3 to 5 years of age should sleep 10 to 13 hours per 24 hours (including naps), and children 6 to 12 years of age should sleep 9 to 12 hours per 24 hours on a regular basis to promote optimal health. Music seemed to effectively help children transition more quickly within the organization of the school day. Glossary None Explanation of change Added references
3.28 The provider talks to infants and toddlers throughout the day during	3.28 The provider talks to the children throughout the day during transitions and routines about what is happening in the moment.

transitions and routines about what is happening in the moment.	References: Bruner, J. (1985). Child's talk: Learning to use language. Child Language Teaching and Therapy, 1(1), 111-114. Houwer, A. (2018). The role of language input environments for language outcomes and language acquisition in young bilingual children. Bilingual Cognition and Language: The State of the Science across its Subfields, 127-153. https://doi.org/10.1075/sibil.54.07hou Summary Narrative theory is based on the concept that people are essentially storytellers. Narrative talk can be encouraged when teachers ask children to share personal experiences to extend learning. Teachers can gain an understanding of how innovative approaches to learning can facilitate a transformative learning experience for children. Glossary Narrate - when the provider describes to children what's happening next, what you are going to do to them, what they may be seeing, what they may be experiencing. Explanation of change Added references
3.29 If children wear diapers, the provider does a visual check at least once every 2 hours and changes them as needed, if wet or soiled.	3.29 For children who wear diapers (disposable or cloth), the provider does a visual check at least once every 2 hours and changes them if the child is wet or soiled. 3.29a For children wearing underwear (disposable or cloth) who are new to using the toilet, the provider does a visual check at least once every 2 hours and changes them if the child is wet or soiled. 3.29b For children wearing underwear, the provider reminds the child to go to the toilet once every 2 hours. References Carr, A. N., DeWitt, T., Cork, M. J., Eichenfield, L. F., Falster-Holst, R., Hohl, D., Lane, A. T., Paller, A., Pickering, L., Taieb, A., Cui, T. Y., Xu, Z. G., Wang, X., Brink, S., Niu, Y., Ogle, J., Odio, M., & Gibb, R. D. (2020). Diaper dermatitis prevalence and severity: Global perspective on the impact of caregiver behavior. Pediatric dermatology, 37(1), 130-136. https://doi.org/10.1111/pde.14047 Harms, T., Cryer, D., Clifford, R. M., & Yazejian, N. (2019).

	Family Child Care Environment Rating Scale (3rd ed.). Teachers College Press. https://fpg.unc.edu Summary Diaper dermatitis was highest in the perianal area, followed by the groin folds, axillae, and gluteal cleft, genital, and buttock regions observed in babies age 2-8 months. During the anal stage, Freud believed that the primary focus of the libido was on controlling bladder and bowel movements. The major conflict at this stage is the child has to learn to control their bodily needs. Developing this control leads to a sense of accomplishment and independence. Glossary Anus - the opening at the end of the alimentary canal through which solid waste matter leaves the body. Explanation of change Added references; added indicators for children who still have accidents and children who are toilet trained.
3.30 If a child is learning to use the toilet, parents and the provider agree on toilet learning approaches based on each child's developmental readiness, not on age. The process is respectful, free from embarrassment, punishment or power struggles.	3.30 When a child is learning to use the toilet, the family and the provider agree on toilet learning approaches based on each child's developmental readiness. 3.30a When a child is learning to use the toilet, parents and the provider discuss and agree in advance that the process will be respectful, free from embarrassment, and punishment or power struggles. References Brazelton, T. B. (1962). A child-oriented approach to toilet training. Pediatrics, 29(1), 121-128. https://pediatrics.aappublications.org Pediatrics. (1999). Toilet training guidelines: Day care providers - The role of the day care provider in toilet training, Pediatrics, 103(3), 1367-1368. https://pediatrics.aappublications.org/ Wolraich, M. (2016). American Academy of Pediatrics guide to toilet training. Bantam. Summary Providers are often among the first to recognize when a child is developmentally ready to toilet train. The initiation of toilet training should always be based on the child's developmental level rather than on the child's age. Initiating toilet training before the child is developmentally

	ready can create stress and anxiety for the child and the family and increase the length of time it takes to train the child. Failure to recognize and act on toileting signs may cause the child's interest to diminish and can delay the toilet training process. Toileting readiness should be viewed as a valuable window of opportunity that day care providers can help parents to identify and respond. Glossary None Explanation of change Added references: changed parents to family; separated the indicator into one measurable assessment at a time
3.31 The provider models a positive attitude about cleaning up and encourages children to clean up after themselves as they are able.	3.31 The provider models a positive attitude and encourages children to participate in clean up, indoors and outdoors, as developmentally appropriate. 3.31a The provider gradually encourages children to care for the classroom environment, indoors and outdoors, as developmentally appropriate. References Blair C. (2016). Executive function and early childhood education. Current Opinion in Behavioral Sciences, 10, 102-107. https://doi.org/10.1016/j.cobeha.2016.05.009 Hancock, C. L. & Carter, D. R. (2016). Building environments that encourage positive behavior: The preschool behavior supports self-assessment. Young Child, 71(1). https://www.naeyc.org Kaya, Ä°., & Deniz, M. (2020). The effects of life skills education program on problem behaviors and social skills of 4-year-old preschoolers. Ilkogretim Online, 19(2). https://doi.org/10.17051/ilkonline.2020.692983 Summary Executive function abilities develop rapidly in early childhood, are important contributors to school readiness and early school success and are highly relevant to early educational programs, especially for children in poverty. Social skills (social cooperation, social interaction, social independence and social acceptance skills) of the children who participated in a life skills program improved significantly while their problem behavior (externalizing problem behavior, internalizing problem behavior, antisocial behavior and self-centered behavior) scores

	reduced dramatically. By promoting a positive attitude toward school, providers can help children gain enthusiasm for their scholastic journey, acquire a passion for knowledge and ultimately become lifelong learners. Glossary Executive function - general psychological processes associated with working memory, inhibitory control, and the flexible shifting of attention. Explanation of change Added references; separated indicators; replaced, “and encourages children to clean up after themselves, as they are able.”
3.32 School-agers should have age-appropriate, comfortable space and time that meet their needs to relax after the school day.	3.32 School-agers should have age-appropriate, comfortable space and time that meet their needs to relax. References Aiello, J.R. & De Carlo Aiello, T. (1974). The development of personal space: Proxemic behavior of children 6 through 16. Human Ecology, 2, 177-189. https://doi.org/10.1007/BF01531420 Innis, G., (2012). Personal space: A social skill children need, and adults can teach. Michigan State University extension. https://www.canr.msu.edu Summary As children grow and develop it is important to have family rules that define personal spaces for each family member. Everyone needs a space that is just theirs. Children used more space as they grew older and that adult proxemic behaviors were acquired by age 12. While in the younger children no sex differences were present for the proxemic behaviors of distance and body orientation, males were found by early adolescence to stand farther apart and at greater angles than females. Glossary Personal space - the distance from another person at which one feels comfortable when talking to or being next to that other person School-agers - children age 5 and older in an elementary school setting Explanation of change

	Added references; removed “after the school day”; school-agers may be in family child care all day when not in school.
POSITIVE DISCIPLINE	
3.33 *Guidance is positive and appropriate for the developmental abilities of each child and is used to help children gain self-control and take responsibility for their own behavior.	3.33 *Guidance is positive and appropriate for the developmental abilities of each child. 3.33a *Guidance is used to help children gain self-control and accept responsibility for their own behavior. References Housman, D.K. (2017). The importance of emotional competence and self-regulation from birth: A case for the evidence-based emotional cognitive social early learning approach. International Journal of Child Care and Education Policy, 11, 13. https://doi.org/10.1186/s40723-017-0038-6 Morin, A (2021). The importance of teaching kids’ self-discipline. Verywell Family. https://www.verywellfamily.com Summary Discipline strategies are not about controlling your child. Discipline is to teach children techniques on how to control themselves. Kids who learn self-discipline will be better equipped to face life's challenges, manage stress, and make healthy choices even when adults are not around. Glossary Self-regulation - the ability to manage your emotions and behavior in accordance with the demands of the situation. It is a set of skills that enables children, as they mature, to direct their own behavior towards a goal, despite the unpredictability of the world and our own feelings. Explanation of change Added references; separated into different indicators; removed, “and is used to help children gain self-control and take responsibility for their own behavior” replaced word “take” with “accept”.
3.34 Updated 2017 Expectations are appropriate and are clearly explained to children in a positive, developmentally appropriate way.	3.34 Provider’s expectations of Children’s behavior and development are appropriate. 3.34a Expectations are clearly explained to children in a developmentally appropriate way. References Good, T.L., Sterzinger, N., & Lavigne, A. (2018). Expectation

effects: Pygmalion and the initial 20 years of research, Educational Research and Evaluation, 24(3-5), 99-123. https://doi.org/10.1080/13803611.2018.1548817

Hemmeter, M.L. (2021). Understanding behavior expectations and rules. IRIS Center, Vanderbilt University. https://iris.peabody.vanderbilt.edu

Savage, J., Paine, C., Farrel, B., Farrel, P., Could, H., Townsend, J. (Eds.) (2014). Clear expectations for kids. Focus on the Family. https://www.focusonthefamily.com/

Tomlinson, H.B. (2016). Explaining developmentally appropriate practice to families. Teaching Young Children. https://www.naeyc.org/

Summary

Research in expectations established that some teachers and parents do form and communicate differential expectations to children. In turn, some children internalize these expectations in ways that manifest in their actual performance. Educators cannot simply assume that young children will intuitively understand the expectations of a new environment. Early childhood teachers need to be prepared to support and promote appropriate behavior. The definition of self-regulation states that when children understand what is expected of them, they are more likely to display appropriate behavior. It is important for teachers to establish behavior expectations and rules as part of the overall classroom behavior management system. Behavior expectations and rules are important for young children because they explicitly describe how to behave. Children thrive if parents can have clear expectations for behavior and enforce those standards consistently. Families are sometimes anxious about their child's success and achievement in school. They start expecting behavior of their child's future instead of ensuring children have clear expectations of Children's current environment.

Glossary

Expectations - a belief that someone will or should achieve something.

Self-regulation - the ability to manage your emotions and behavior in accordance with the demands of the situation. It is a set of skills that enables children, as they mature, to direct their own behavior towards a goal, despite the unpredictability of the world and our own feelings.

	Explanation of change Added references; separated into measurable indicators; added words “provider’s and children’s behavior and development” and removed the words “positive” - redundant to developmentally appropriate
3.35 The provider minimizes toddlers' frustrations through redirection.	3.35 The provider minimizes toddlers' frustrations, for example through redirection. References Joseph, G.E. & Strain, P.S. (2003). Comprehensive evidence-based social emotional curricula for young children: An analysis of efficacious adoption potential, Topics in Early Childhood Special Education 23(2), 62-73. https://doi.org/10.1177/02711214030230020201 Tams, L. (2016). Anger and frustration in toddlers. Michigan State University Extension. https://www.canr.msu.edu The Center of Parent Education. (2016). How to handle toddler temper tantrums. The Center of Parent Education. https://centerforparentingeducation.org/ Summary While learning about alternatives to aggressive behavior, the underlying emotions of what the toddler is feeling should not be ignored. When the provider emphasizes appropriate ways for children to express their feelings, the child learns to do so in a socially accepted manner. The provider may consider what caused the behavior -is there stress in the toddler’s environment that may be contributing to her feeling angry or sad. Emphasis on punishment tends to increase Children’s aggressive behavior and lead to more frustration. Tantrums are more likely to occur in younger children or others who cannot express their needs or control their emotions when they are frustrated. Family or caregiver style can impact the severity and number of temper tantrums. Glossary Temper tantrums - disruptive behaviors or emotional outbursts that often occur in response to Children’s unmet needs or desires. Tantrums are more likely to occur in younger children or others who cannot express their needs or control their emotions when they are frustrated. Explanation of change Added references; added words “for example.” Redirection is not the only means of minimizing toddler’s frustrations.

3.36 As opportunities arise, the provider allows children to experience the natural consequences of their own negative behavior in a safe, non-threatening manner.	3.36 The provider allows children to experience natural consequences of behavior that "takes away value" from an experience in a safe, non-threatening manner. References Lumen. (2021). Reinforcement and punishment. Lumen. https://courses.lumenlearning.com Oswalt, A., Reiss, N.S., & Dombeck, M. (2021). Natural and logical consequences in early childhood. Gracepoint. https://www.gracepointwellness.org/ Staddon, J.E.R. & Cerutti, D.T. (2003). Operant conditioning, Annual Review of Psychology, 54, 115-144. http://doi.org/10.1146/annurev.psych.54.101601.145124 Summary Natural consequences are automatic, and some have unpleasant outcomes that happen as a direct result of kids' choices. For example, when older children regularly leave their bicycle outside it may be stolen, hit by an adult driving down the highway, or get rusty from the rain. As a result, children lose the ability to ride their bikes because they are ruined or lost. Children will then learn to take care of their bicycles and their property. In operant conditioning, Skinner argued an association is made between a behavior and a consequence (whether negative or positive) for that behavior. Positive and negative do not mean good and bad. Instead, positive means you are adding something, and negative means you are taking something away. Glossary None Explanation of change Added references; replaced "negative" behavior to behavior that "takes away value" of an experience
3.37 The provider avoids power struggles with children by allowing opportunities for them to experience responsibility as leaders and helpers within the group.	3.37 The provider allows children opportunities to experience responsibility as leaders and helpers within the group. References Kapur, R., (2018). Impact of Classroom Management on Students Behaviour. Researchgate. https://www.researchgate.net/ Summary Classroom management impacts Children's behavior. When

	children demonstrate unacceptable behavior traits, for a child's effective growth and development, providers use strategies to modify the child's behavior and achieve the desired goals. Classroom management interventions, such as responsibility as leaders and helpers, may influence the effect of task-behavior on student learning. Glossary NONE Explanation of change Added references; removed "the provider avoids power struggles with children by…"
3.38 Updated 2017 Time outs are not used, but rather time is given for a child to cool off or go to a safe place until they are ready to return to the group. The provider uses redirection whenever possible.	3.38 Children are provided opportunities to self- regulate their behavior in a safe place until they are ready to return to the group. References Sanchez, D.D., Steece-Doran, D. & Jablon, J. (2012). Planning for positive guidance: Powerful interactions make a difference. Teaching Young Children 6(2). https://www.naeyc.org/ Ho, J. & Funk, S. (2018). Promoting young Children's social and emotional health. Young Children, 73(1). https://www.naeyc.org/ Markson, L., & Luo, Y. (2020). Trust in early childhood. In Advances in Child Development and Behavior, 58, 137-162. https://doi.org/10.1016/bs.acdb.2020.01.005 Summary In the event a child behavior continues to take away from an experience, time is given to a child to cool off or go to a safe place until they are ready to return to the group. The provider may use redirection whenever possible. Prevention includes strategies that circumvent behavior, such as establishing predictable routines, setting clear rules with children, and modeling kindness and respect. Providers are also attentive and aware of what occurs in the environment together these actions help children feel notices, confident, and secure. Erikson's social psychosocial development asserted if the care the child receives is consistent, predictable and reliable, they will develop a sense of trust which will carry with them to other relationships, and they will be able to feel secure even when threatened.

	Glossary Psychosocial - the interrelation of social factors and individual thought and behavior. Explanation of change Added references; removed, “updated 2017 Time outs are not used, but rather time is given for a child to cool off and the provider uses redirection whenever possible.”
SOCIAL & SELF-DEVELOPMENT - EMPATHY	
3.39 The provider helps children to gain awareness of other people’s feelings and to understand how their own actions affect others.	3.39 The provider helps children to gain awareness of other people’s feelings and to understand how their own actions affect others. References Morin, A. (2021). What is self-awareness? Understood. https://www.understood.org Hatter, K. (2017). How to help children to respect the rights of others. Parenting. https://howtoadult.com/ Spinrad, T. L., & Gal, D. E. (2018). Fostering prosocial behavior and empathy in young children. Current Opinion in Psychology, 20, 40-44. https://doi.org/10.1016/j.copsyc.2017.08.004 Summary Self-awareness doesn’t develop all at once; it happens over time, for example when kids start being able to recognize and name their emotions, strengths and challenges, and likes and dislikes. If your child struggles to understand other people’s feelings and social cues, learn empathy for the rights of others involves understanding that others value their rights and treating others’ rights with respect. Have frequent discussions about your child’s own feelings about his rights and then transfer this understanding to others so your child realizes that other people often feel in a similar way to the way he feels. Sympathy and some types of prosocial behaviors are most likely intrinsically motivated, whereas other types of prosocial behaviors may be extrinsically motivated. Glossary Empathy - the ability to understand and share the feelings of another. Explanation of change Added references

3.40 Updated 2017 The provider supports children in resolving conflicts and disagreements by assisting them, as needed, in communicating their feelings and finding solutions.	3.40 The provider supports children in resolving conflicts and disagreements, for example by assisting them in communicating their feelings and finding solutions. References Housman, D.K. (2017). The importance of emotional competence and self-regulation from birth: A case for the evidence-based emotional cognitive social early learning approach. International Journal of Child Care and Education Policy, 11, 13. https://doi.org/10.1186/s40723-017-0038-6 MuÃz, R. F., & Weissman, M. M. (2020). “Fostering Healthy Mental, Emotional, and Behavioral Development in Children and Youth” National Academies Report Calling for a Decade of Children and Youth. American Journal of Psychiatry, 177(9), 808-810. https://doi.org/10.1176/appi.ajp.2020.19111133 Summary In resolving conflict and disagreement, providers should consider taking a preventative stance, such as increased attention and intervention when the provider notices early symptoms of potential aggression. Providers can recognize and pay attention to high-risk youths and high-risk situations. Providers should consider the developmental health of the child and family with the explicit goal of intervention. In observing foundational capacities in children from birth, examine the role of co-regulation with a professional caregiver/teacher, detail how emotional cognitive social early learning fosters competencies through emotional communication, guidance, tools and techniques, and most notably causal talk in the context of emotional experience. Glossary Self-regulation - the ability to manage your emotions and behavior in accordance with the demands of the situation. ... It is a set of skills that enables children, as they mature, to direct their own behavior towards a goal, despite the unpredictability of the world and our own feelings. Explanation of change Added references; inserted “for example.” There are many developmentally appropriate practices to resolve conflicts.
3.41 The provider helps children learn to respect the possessions, personal space, and activities of others.	3.41 The provider helps children learn to respect the possessions, personal space, and activities of others. References

	Brain Balance. (2021). Five ways to teach kids how to respect personal space. Brain Balance, https://www.brainbalancecenters.com/ L'Etang, J. A (1992). Kantian approach to codes of ethics. Journal of Business Ethics 11, 737-744. https://doi.org/10.1007/BF00872305 Myers, R. (2011). Teach children to respect by treating them with respect. Child Development Institute. https://childdevelopmentinfo.com/ Summary The most effective way to teach children this lesson is by modeling the behavior you want to encourage. Ask for your Children's help with daily tasks and accept their offers of help. Praise your child's good behavior and traits often and help them realize how good it feels inside to do a good deed or be generous with another person. Kant, in ethical theory, argued that we should follow rules of behaviors that we can apply universally to everyone, and one must never treat people to an end but as an end in themselves. Children must learn that people need personal space and teachers can help. Teachers are accountable to explore and practice ways to help kids to develop a better understanding of people's physical boundaries and personal space. These skills would help children to improve their social skills and increase their ability to form good, healthy relationships. Glossary Ethics - moral principles that govern a person's behavior or the conducting of an activity. Explanation of change Added references
BELONGING TO A GROUP	
3.42 Some activities involve all the children working together for a common purpose. The provider encourages children to work on projects and play games together.	3.42 Some activities involve all the children working together for a common purpose, for example the provider encourages children to work on projects and play games together. References Larraz, N., Vazquez, S. and Liesa, M. (2017). Transversal skills development through cooperative learning. Training teachers for the future, On the Horizon, 25(2), 85-95. https://doi.org/10.1108/OTH-02-2016-0004

	Velman, M.A., Doollard, S., Bosker, R.J. & Snijders, T.A.B. (2020). Young children working together. Cooperative learning effects on group work of children in Grade 1 of primary education, Learning and Instruction, 67. https://doi.org/10.1016/j.learninstruc.2020.101308 Summary Building a team and working together ensures mutual accountability, trust, support, and commitment. Cooperative learning approach on Children's group work behavior can transfer to a setting outside the classroom. Young children can participate in group work activities and their group work might be improved by cooperative learning. Cooperative learning can lead to improved group work behavior, socioemotional ethos, participation, and dialogue during a group task. Children develop and improve transferable skills, such as negotiation, leadership, teamwork, reflection, etc. Intervention groups showed more positive and less negative group work behavior. Glossary Cooperative learning - strategy of small teams, each with Children's different levels of ability, use a variety of learning activities to improve their understanding of a subject. Explanation of change Added references; inserted "for example." There are other ways to demonstrate children working together
3.43 Children are learning about sharing, taking turns, and working together.	3.43 Children are learning about sharing, taking turns, and working together. References Cowell, J. M., Samek, A., List, J., & Decety, J. (2015). The curious relation between theory of mind and sharing in preschool age children. PLoS One, 10(2). https://doi.org/10.1371/journal.pone.0117947 MacLaughlin, S.S. (2021). Helping young children with sharing. Zero to Three. https://www.zerotothree.org/resources/1964-helping-young-children-with-sharing Yogman, M., Garner, A., Hutchinson, J., Hirsh-Pasek, K., Golinkoff, R. M., & Committee on Psychosocial Aspects of Child and Family Health. (2018). The power of play: A pediatric role in enhancing development in young children. Pediatrics, 142(3). https://pediatrics.aappublications.org

	Summary Young children have long been known to act selfishly and gradually appear to become more generous across middle childhood. During infancy and early childhood, children learn the early skills that they'll need to develop their theory of mind later, such as paying attention to people and copying them. Taking turns is an important part of communication development for young children. When children learn to take turns, they learn the basic rhythm of communication, that back-and-forth exchange between people. They also learn about taking turns and communication through serve and return interactions. Team building are important parts of personal and group development in children. During team building activities, children have the chance to communicate with each other and work towards a common goal. By practicing being an effective team member and team leader, children develop confidence in their own abilities. Learning how to work with others and communication are important by-products of team building. The mutual joy and shared communication and attunement that families and children can experience during play regulate the body's stress response. Glossary Theory of mind - the ability to attribute mental states to ourselves and others, serving as one of the foundational elements for social interaction. Theory of Mind provides the ability to predict and interpret the behavior of others. Executive function - a set of mental skills that include working memory, flexible thinking, and self-control. Explanation of change Added references
3.44 Sometimes children help with safely preparing food, setting the table, or cleaning up after meals.	3.44 Sometimes children help with safely preparing food, setting the table, or cleaning up after meals. References Ainsworth, M. D. S. (1991). Attachments and other affectional bonds across the life cycle. Inc. M. Parkes, J. Stevenson-Hinde, & P. Marris (eds.), Attachment Across the Life Cycle, 33-51. Taylor & Francis Group. https://ebookcentral.proquest.com Beier, J. S., Gross, J. T., Brett, B. E., Stern, J. A., Martin, D. R., & Cassidy, J. (2019). Helping, sharing, and comforting in

	young children: Links to individual differences in attachment. Child Development, 90(2), 273-289. https://doi.org/10.1111/cdev.1310 Summary Attachment theory has long posited a link between early experiences of care and Children's prosocial behavior. Researchers found there are also associations between child attachment and independent observations of helping, sharing, and comforting. There are distinct associations between attachment and Children's general prosocial dispositions and their specific abilities to meet the unique challenges of helping and, marginally, comforting. Glossary Attachment - explains how a child interacts with the adults looking after him or her. Children whose caregivers respond sensitively to the child's needs at times of distress and fear in infancy and early childhood develop secure attachments to their primary caregivers. Explanation of change Added references
RESPECTING DIFFERENCES	
3.45 Updated 2017 The provider helps children know neighborhood helpers, such as mail carrier, health professionals, fire fighter, or police officer, by meeting them or through pictures, books, videos, or play experiences.	3.45 The provider helps children know neighborhood helpers, such as mail carrier, health professionals, fire fighter, or police officer, for example by meeting them or through pictures, books, videos, or play experiences. References Maple, T. L. (2005). Beyond community helpers: The project approach in the early childhood social studies curriculum. Childhood Education, 81(3), 133-138. link.gale.com/apps/doc/A134311924/EAIM?u=minn4020&sid=ebsco&xid=a5ace15 Sarason, S. B. (1974). The Psychological Sense of Community: Prospects for a community psychology. Jossey-Bass. Summary To capture the feeling people experience when they perceive themselves as having an interdependent connection with a broader community outside themselves. When children study neighborhood helpers, they may feel a sense that they are part of a community that is a larger dependable and stable structure.

	Glossary Community theory - community members are experts in their lives and communities, and values community knowledge and wisdom. Explanation of change Added references; revised as examples “by meeting them or through pictures, etc." These are not the only ways to teach children about neighborhood helpers.
3.46 The provider helps children understand and respect people who are different from themselves. The provider responds factually to children's curiosity about similarities and differences among people.	3.46 The provider helps children understand and respect people who are different from themselves. 3.46a The provider responds factually to children's curiosity about similarities and differences among people. References Grieshaber, S., & McArdle, F. (2010). The trouble with play [ebook version]. Open University Press. Head Start. (2021). Talking to Children About Differences and Similarities. U.S. Department of Health and Human Services. https://eclkc.ohs.acf.hhs.gov MacNevin, M. & Berman, R. (2017). The Black baby doll doesn’t fit the disconnect between early childhood diversity policy, early childhood educator practice, and Children’s play, Early Child Development and Care, 187(5-6), 827-839. https://doi.org/10.1080/03004430.2016.1223065 Sokol, J. T. (2009). Identity development throughout the lifetime: An examination of Eriksonian theory. Graduate journal of counseling psychology, 1(2), 14. http://epublications.marquette.edu/gjcp/vol1/iss2/14 Summary There is an assumption that Children’s play is naturally free from bias and stereotyping and is always beneficial to all children. Requiring diverse play materials is not a sufficient response to the question of difference. Children naturally explore and notice differences and similarities around them. When providers talk about similarities and differences in people, factually and respectfully, it is an effective way to decrease value judgements that promote bias and racism. Glossary Psychosocial development - Erikson argued that personality

	develops in a predetermined order through stages from infancy to adulthood. A person experiences psychosocial decisive changes in their personality development which may have a positive or negative outcome. Explanation of change Added references; separated the description of the indicator into more than one for individual indicator assessment.
3.47 The provider assures that children and their families are treated fairly. All children and families are included in activities regardless of race, gender, ethnicity, sexual orientation, religion, or ability. Girls and boys have equal opportunities to take part in all activities and use all materials.	3.47 The provider assures that children and their families are treated fairly. 3.47a Children and their families of all genders and identities have equal opportunities to take part in all activities and use all materials. References Cole, K. & Verwayne, D. (2018). Becoming upended: Teaching and learning about race and racism with young children and their families. Young Children, 73(2). https://www.naeyc.org/ Hoque, M. E. (2016). Three domains of learning: Cognitive, affective and psychomotor. The Journal of EFL Education and Research, 2(2), 45-52. http://www.edrc-jefler.org/ Immordino-Yang, M.H., Darling-Hammond, L. & Krone, C. (2018). The brain basis for integrated social, emotional, and academic development: How emotions and social relationships drive learning. The Aspen Institute National Commission on Social, Emotional, and Academic Development. https://assets.aspeninstitute.org NAEYC. (2019). Advancing equity in early childhood education. https://www.naeyc.org Samuelsson, I.P. & Park, E. (2017). How to Educate Children for Sustainable Learning and for a Sustainable World. International Journal of Early Childhood, 49, 273-285. https://doi.org/10.1007/s13158-017-0197-1 Summary The domains of learning are categorized as knowledge, skills, and attitudes as explained by Bloom and Krathwohl's Taxonomy of Learning Domains. Learning is not an event. It is a process. It is the continual growth and change in the brain's architecture that results from the many ways we take in information, process it, connect it, catalogue it, and

	use it (and sometimes get rid of it). Early childhood practitioners and researchers are encouraged to recognize that all children can access education for sustainability through curricula and pedagogies that can support sustainable learning, policies, and values which includes equality, and inclusivity. Values related to sustainability promote a certain type of pedagogy in which the child should be allowed to take initiatives, think, and reflect. There is a need for awareness that lifelong learning is applicable to early childhood education, as well as educated staff who are aware about what is relevant for young children to learn about sustainability. Glossary Sustainability - education that encourages changes in knowledge, skills, values, and attitudes to enable a manner that exhibits awareness of how all things are connected and make well-considered choices and a just society for all. Equality - about ensuring that every individual has an equal opportunity to make the most of their lives and talents. Inclusion - the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of minority groups. Explanation of change Added references; replace “girls and boys” to broaden the description of children; separated the description of the indicator into more than one for individual indicator assessment.
3.48 The provider helps children notice incidents of bias and learn effective ways to stand up for each other and themselves in the face of teasing, bullying, or other forms of discrimination.	3.48 The provider helps children notice incidents of bias. 3.48a The provider helps children learn effective ways to stand up for each other and themselves in the face of teasing, bullying, or other forms of discrimination. References Dostal, J. (2015). Theory of problem solving. Procedia - Social and Behavioral Sciences, 174, 2798-2805. https://doi.org/10.1016/j.sbspro.2015.01.970 Gienapp, R. (2021). Five anti-bias education strategies for early childhood classrooms. PBS SoCal. https://www.pbssocal.org/education/teachers/five-anti-bias-education-strategies-early-childhood-classrooms

	Rymanowicz, K. (2018). Teaching children to be their own self-advocate. Michigan State University Extension. https://www.canr.msu.edu/news/teaching-children-to-be-their-own-self-advocate Wanless, S. B. & Crawford, P. A. (2016). Reading your way to a culturally responsive classroom, Young Child 71(2). https://www.naeyc.org/ Summary Problem-solving theory is the act of pursuing a problem, its definition, and problematic situations and circumstances that accompany the problem and appear during its solving. Children can be taught to perceive problems, the perceptibility of the problem, the willingness to solve the problem, and the awareness of existence of the problem or strategies of problem solving. Anti-bias education challenges teachers to examine their beliefs and attitudes for bias and prejudice; helps teachers understand and accept the differences in children from cultures unlike their own; provides opportunities to work with families of various religious and ethnic groups and learn something of their customs and practices Glossary Self-advocacy - the action of representing oneself or ones' views or interests. Anti-bias movement - challenges teachers to examine their beliefs and attitudes for bias and prejudice; helps teachers understand and accept the differences in children from cultures unlike their own; provides opportunities to work with parents of various religious and ethnic groups and learn something of their customs and practices Explanation of change Added references; separated the description of the indicator into more than one for individual indicator assessment.
3.49 The provider introduces cultural activities based on the authentic experiences of individuals rather than a "tourist curriculum" of exotic holidays and stereotyped decorations.	3.49 The provider introduces cultural activities based on the authentic experiences of each child and their family. References Fraser, S., & Wien, C. A. (2001). Authentic childhood: Experiencing Reggio Emilia in the classroom. The Canadian Journal of Infancy and Early Childhood, 8(4), 75.

	Lave, J. (1991). Situating Learning in Communities of Practice. In Perspectives on Socially Shared Cognition, L. B. Resnick, J. M. Levine, and S. D. Teasley (Eds.), 63-82. American Psychological Association. Prykanowski, D.A., Martinez, J.R., Reichow, B., Conroy, M.A., Huang, K. (2018). Measurement of young Children's engagement and problem behavior in early childhood settings. Behavioral Disorders, 44(1), 53-62. https://doi.org/10.1177/0198742918779793 Summary Young Children's engagement and problem behavior differ depending on the type of classroom activity. Situated learning theory holds that in learning embedded in authentic contexts of practice, children engage in increasingly more complex tasks within social communities and arrive at a new level of knowledge and understanding based on their experience as a practitioner themselves. Researchers found when teachers moved from a time schedule and offered a weekly day-long experience run by students, and mindful of the principles of the Reggio Emilia approach to early childhood education, teachers opened their classroom setting to richer and deeper possibilities for students and instructors, families and staff. Glossary Authentic - of undisputed origin; genuine; you're true to your own personality, values, and spirit Situated learning - belief that what people learn, see, and do is situated in their role as a member of a community Explanation of change Added references; added child and their family; removed "rather than a "tourist curriculum" of exotic holidays and stereotyped decorations."
SELF ESTEEM & SELF AWARENESS	
3.50 The provider supports children in their growing self-awareness and self-acceptance.	3.50 The provider supports children in their growing self-awareness and self-acceptance. References Bell, H., Limberg, D., Jacobson, L., & Super, J. T. (2014). Enhancing self-awareness through creative experiential-learning play-based activities. Journal of Creativity in Mental Health, 9(3), 399-414. https://doi.org/10.1080/15401383.2014.897926

	Carson, S.H. & Langer, E.J. (2006). Mindfulness and self-acceptance. Journal of Rational-Emotive and Cognitive-Behavior Therapy, 24, 29-43. https://doi.org/10.1007/s10942-006-0022-5 Gavita O.A., DiGiuseppe R., & David D. (2013) Self-acceptance and the parenting of children. In Bernard M. (eds) The strength of self-acceptance. Springer. https://doi.org/10.1007/978-1-4614-6806-6_11 Summary Social and emotional development thrives when young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel, and show empathy for others, establish, and maintain positive relationships, and make responsible and caring decisions. Inquiry-based education and self-reflection enable student teachers to recognize their own emotions and become better at regulating their emotions and co-regulating the Children's emotions. Children learn aspects of mindfulness as they apply to self-acceptance - authenticity, the benefits of mistakes, and the acceptance of self as a mindful choice. Evaluations, social comparison, and adherence to rigid categories run counter to self-acceptance. Glossary Self-regulation - the ability to manage your emotions and behavior in accordance with the demands of the situation. ... It is a set of skills that enables children, as they mature, to direct their own behavior towards a goal, despite the unpredictability of the world and our own feelings. Self-acceptance - the act or state of understanding and recognizing one's own abilities and limitations Self-awareness - conscious knowledge of one's own character, feelings, motives, and desires. Explanation of change Added references
3.51 The provider provides ongoing acknowledgement and recognition of specific aspects of each child's accomplishments and efforts.	3.51 The provider verbally acknowledges and recognizes each child's accomplishments and efforts using specifics rather than generalized language. For example, if a provider is unable to verbally recognize a child in the moment, a physical gesture can be used, but verbal

	recognition should be given as soon as it is possible. References Brummelman, E., Crocker, J., & Bushman, B. J. (2016). The praise paradox: When and why praise backfires in children with low self-esteem. Child Development Perspectives, 10(2), 111-115.https://doi.org/10.1111/cdep.12171 Xing, S., Gao, X., Jiang, Y., Archer, M., & Liu, X. (2018). Effects of Ability and Effort Praise on Children's Failure Attribution, Self-Handicapping, and Performance. Frontiers in psychology, 9, 1883. https://doi.org/10.3389/fpsyg.2018.01883 Summary The results revealed that children praised for ability but subsequently failed handicapped themselves and used defensive attributional strategies. These results indicate that parents and teachers should not haphazardly administer praise. Adults are inclined to give children with low self-esteem personal and inflated praise. Such praise can lower these children's motivation and feelings of self-worth in the face of setbacks, especially when the praise continues, and the child's ability does not improve. The child does not internalize the praise which creates a self-sustaining downward spiral. Glossary Attributional - concerned with how ordinary people explain the causes of behavior and events. Explanation of change Added references; added "using specifics rather than generalized language. For example, if a provider is unable to verbally recognize a child in the moment, a physical gesture can be used, but verbal recognition should be given as soon as it is possible."
3.52 The provider accepts children's emotional needs and see-sawing demands for both dependence and independence.	3.52 The provider accepts children's emotional needs and balances their demands for independence and dependence. References Heathers, G. (2012). Emotional dependence and independence in nursery school play. The Journal of Genetic Psychology: Research and Theory on Human Development, 87(1). https://doi.org/10.1080/00221325.1955.10532914

	Wright, C. (2021). To save play, we must precisely define it: An explanatory rubric for play in early childhood. Columbia University Libraries. https://doi.org/10.7916/d8-f6zd-dt68 Yogman, M., Garner, A., Hutchinson, J., Hirsh-Pasek, K., Golinkoff, R. M., & Committee on Psychosocial Aspects of Child and Family Health. (2018). The power of play: A pediatric role in enhancing development in young children. Pediatrics, 142(3). https://doi.org/10.1542/peds.2018-2058 Summary As infants move from helplessness requiring intimate and frequent expression of affection by others, children develop skills and become capable to perform tasks without assistance. Expression of affection, attention, and approval by others may not be seen as necessary by children as they age and become confident in their own abilities. When play and safe, stable, nurturing relationships are missing in a child's life, toxic stress can disrupt the development of executive function and the learning of prosocial behavior. In the presence of childhood adversity, play becomes even more important. Play enhances brain structure and function and promotes executive function, which allow us to pursue goals and ignore distractions. Glossary Play - During a play experience, a child enjoys using creative thinking while interacting with people, materials and/or the environment in order to understand and learn about their world. Explanation of change Added references; replaced "see-sawing" with the phrase "balances their."
3.53 Updated 2017 The provider is accepting of each child and does not criticize, tease, bully, or allow criticizing, teasing, or bullying to take place in the family child care home. Especially when children make mistakes.	3.53 The provider practices and teaches acceptance and demonstrates inclusion in the family child care program. 3.53a The provider does not criticize, tease, bully, or allow criticizing, teasing, or bullying to take place in the family child care home. References Bates, M. (2015). Bullying and the brain. https://www.brainfacts.org Moore, T. (2004). Helping children live and learn in a diverse world. Early Childhood Today, 19(3), 36-44.

	Qvortrup, A. & Qvortrup, L. (2018) Inclusion: Dimensions of inclusion in education. International Journal of Inclusive Education, 22(7), 803-817. https://doi.org/10.1080/13603116.2017.1412506 Summary Developing kindness and compassion for others is a critical part of young Children's development. The ability to accept the differences in others and feel compassion for them is an essential component of social competency. The ability to relate to and accept people who are different, instead of bullying, is a necessity for living in today's global society. Brain science is starting to show how devastating and persistent the scars of bullying (which can include harsh criticizing and teasing) can be. Bullying can also alter stress hormones in humans, such as cortisol. Abnormal cortisol levels can weaken the immune system and can even kill nerve cells in the hippocampus, a brain region involved in memory. Inclusion is no longer limited to children with special needs. All children are included. Findings show operationalizing a definition for inclusion becomes concrete and measurable which allows people to see if the research has validity. Glossary Bullying - seek to harm, intimidate, or coerce (someone perceived as vulnerable). Teasing - intended to provoke or make fun of someone in a playful way. Criticism - the expression of disapproval of someone or something based on perceived faults or mistakes Explanation of change Added references; added "demonstrates inclusion;" removed "Especially when children make mistakes," as it shouldn't ever happen.
3.54 The provider helps children take responsibility for themselves and their belongings, building self-help skills when they are ready.	3.54 The provider helps children take responsibility for themselves and their belongings, building self-help skills when they are ready. References Brandenburg, D. (2021). Consequentialism and the responsibility of children: A forward-looking distinction between the responsibility of children and adults. The

	Monist, 104(4), 471-483. https://doi.org/10.33258/birci.v3i1.753 Matson J.L., Hong E. (2019) Self-Help Skills. In: Matson J.L. (eds) Handbook of Intellectual Disabilities. Autism and Child Psychopathology Series. Springer, Cham. https://doi.org/10.1007/978-3-030-20843-1_41 The Center on the Social and Emotional Foundations for Early Learning. (2020). Teaching your child to become independent with daily routines. Vanderbilt University. http://csefel.vanderbilt.edu/modules/module3b/handout2.pdf Summary To stimulate an attitude of responsibility in a child, one treatment is using the concept of learning model. In self-regulated learning, the child makes decisions and gains self-control, and self-initiated initiatives that include goal setting and setting efforts to achieve objectives, management of time, and set physical and social environments. The primary method of treatment has been variations of applied behavior analysis (ABA). ABA refers to principles that focus on how behaviors change, or are affected by the environment, and how learning takes place. The goal of ABA is to establish and enhance socially important behaviors. Training strategies using least prompt strategies, and modeling strategies are common. Glossary Self-regulation - the ability to manage your emotions and behavior in accordance with the demands of the situation. ... It is a set of skills that enables children, as they mature, to direct their own behavior towards a goal, despite the unpredictability of the world and our own feelings. Responsibility - the state or fact of being accountable or to blame for something. Applied behavior analysis - a scientific approach to understanding behavior. Explanation of change Added references
PHYSICAL DEVELOPMENT	
3.55 *Children are engaged in large motor activities for at least 30 minutes in each half day either indoors or	3.55 *Children are engaged in large motor activities for at least 60 minutes in each half day. These activities may occur at one time or may be accumulated during each half

outdoors. These activities may occur at one time or may be accumulated during each half day.	day. References Erickson, K. I., Hillman, C. H., & Kramer, A. F. (2015). Physical activity, brain, and cognition. Current Opinion in Behavioral Sciences, 4, 27-32. https://doi.org/10.1016/j.cobeha.2015.01.005 Kemple, K. M., Oh, J., Kenney, E., & Smith-Bonahue, T. (2016). The power of outdoor play and play in natural environments. Childhood Education, 92(6), 446-454. https://doi.org/10.1080/00094056.2016.1251793 Tandon, P. S., Saelens, B. E., & Christakis, D. A. (2015). Active play opportunities at child care. Pediatrics, 135(6), e1425-e1431. http://doi.org/10.1542/peds.2014-2750 Summary Children's engagement in unstructured, child-directed outdoor play has diminished significantly in the past generation. In child care settings, preschoolers have significantly fewer than recommended opportunities for physical activity. Research recommends children need more opportunities for outdoor time, teacher-led and child-initiated active play, and naptime flexibility to capitalize on brain plasticity. By being outdoors and engaging in unstructured play, children discover different ways of play, how to interact with peers, how to problem solve, socialization, and large muscle movement. During unstructured outdoor play, children have freedom to make decisions on their own and they work through problems socially better in the outdoor environment than in the classroom environment. Glossary Brain plasticity - the ability of the brain to modify its connections or re-wire itself. Without this ability, any brain would be unable to develop from infancy through to adulthood or recover from brain injury Explanation of change Added references; removed either indoor or outdoor
3.56 *When they are awake and alert, non-crawling infants spend short periods, of three to five minutes, in each half day, with the provider in supervised time on their tummies. Time	3.56 *When non-crawling infants are awake and alert, they progressively spend tummy time supervised by the provider. Begin with five minutes and gradually increase the time until the infant gains head and neck control and can roll over independently.

may be increased as the infant develops and gains more head and neck control.	References Graham, J. M. (2006). Tummy time is important. Clinical Pediatrics, 45(2), 119-121. https://doi.org/10.1177/000992280604500202 Harms, T., Cryer, D., Clifford, R. M., & Yazejian, N. (2019). Family Child Care Environment Rating Scale (4th ed.). Teachers College Press. Ita, M.I. & Rizvi, M.B. (2021). Brachycephaly. In StatPearls [Internet], StatPearls Publishing. https://www.ncbi.nlm.nih.gov/books/NBK567709/ Summary Infant's skulls have the dual function of protecting the brain and allows for its volumetric growth and development. When infants are not provided opportunities to be on their tummies and lie supine on a hard surface, their heads become progressively flattened through the impact of gravity and persistent occipital mechanical pressure. This position may result in positional or deformational brachycephaly. Although brachycephaly does not affect the infant's brain development, to encourage development of the neck and trunk muscles and prevent skull deformations, tummy time was positively associated with gross motor and total development, prevention of brachycephaly, and the ability to move while prone, supine, crawling, and rolling. Glossary Brachycephaly - a common skull deformity in infants Tummy time - a colloquialism for placing infant children in the prone position while awake and supervised Prone - a body position in which the person lies flat with the chest down and the back up. Explanation of change Added references; reworded the indicator to start with 5 minutes and progressively work up to independence.
3.57 *Children have daily opportunities for developmentally appropriate small-motor activities, such as grasping, scribbling, cutting with scissors, buttoning, tying shoes, using art materials, or playing with manipulatives.	3.57 *Children have daily opportunities for developmentally appropriate small-motor activities throughout the day, such as grasping, scribbling, cutting with scissors, buttoning, tying shoes, using art materials, or playing with manipulatives. References

	Hudson, K. N., Ballou, H. M., & Willoughby, M. T. (2021). Improving motor competence skills in early childhood has corollary benefits for executive function and numeracy skills. Developmental science, 24(4). https://doi.org/10.1111/desc.13071 Summary Children in the treatment condition exhibited significant improvements in motor, executive function, and early numeracy skills, compared to their peers in the waitlist control condition. Treatment effects on EF skills were stronger for inhibitory control. Improvements in numeracy were most pronounced for children with initially lower levels of ability. Motor skill-based interventions are an ecologically valid and developmentally appropriate approach for fostering school readiness skills in early childhood. Glossary Executive function - a set of mental skills that include working memory, flexible thinking, and self-control. Reduced executive function can for example, make it hard to focus, follow directions, and manage your emotions. Inhibitory control - relate to attention and perception. Inhibition is often behavioral dealing with self-control. It could be to delay a conflict or delay a behavior to gain a benefit. Small motor - involve the small muscles of the body that enable such functions as writing, grasping small objects, and fastening clothing Large motor - (physical) skills are those which require whole body movement and which involve the large (core stabilizing) muscles of the body to perform everyday functions, such as standing and walking, running and jumping, and sitting upright at the table. Explanation of change Added references; added “throughout the day.”
3.58 Children, especially infants and toddlers, have rich experiences throughout the day using their senses-seeing, hearing, tasting, smelling, and touching.	3.58 *Children, especially infants and toddlers, have developmentally appropriate large-motor activities throughout the day. References Hooven, H. (2017). Outdoor learning in early childhood. Northwestern College. Orange City, IA.

	http://nwcommons.nwciowa.edu/education_masters/25/ Arzkar, F. (2020). Analyzing motor development and emergent literacy skills of preschool children. International Education Studies, 13(4), 94-99. https://doi.org/10.5539/ies.v13n4p94 Summary Research findings show there was a positive and medium level correlation between the scores of motor development and emergent literacy. Children are also building on large motor skills as they jump, skip, and hop around the outdoor play area. Glossary Emergent literacy - describe the reading and writing experiences of young children before they learn to write and read conventionally Explanation of change Added references; removed “rich experiences;” added, “throughout the day;” starred the indicator
COGNITION & LANGUAGE - COGNITION	
3.59 Updated 2017 The provider facilitates activities and guides Children’s understanding and learning experiences through a variety of methods such as interactions with others, audio, visual, hands-on exploration, books, music, and movement.	3.59 The provider facilitates activities and guides Children’s understanding and learning experiences through a variety of methods such as interactions with others, audio, visual, hands-on exploration, books, music, and movement. References Bilbao, N., de la Serna, A. L., Tejada, E., & Romero, A. (2021). Analysis of learning styles (Kolb) in students of the degrees in early childhood education and primary education within the faculty of education. TEM Journal, 10(2), 724-731. https://doi.org/10.18421/TEM102-29 Clements, A. D. (2002). Variety of teaching methodologies used by homeschoolers: Case studies of three homeschooling families. Semantic Scholar. https://www.semanticscholar.org Summary Kolb variety of methods to teach material, specifically tailoring those methods to fit the learning style and aptitude of each child, is considered best practice in public education. One noteworthy finding was that curriculum decisions were made as often to accommodate weaknesses in the teaching parent as to accommodate characteristics of the children. who insist on the importance of teachers

	knowing about the existence and traits of all learning styles and offer children a wide range of approaches and perspectives that can satisfy the learning peculiarities of all children. It is therefore necessary that a particular teacher does not concentrate his daily professional performance around a single style. Kolb states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations. Kolb learning style come in four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. These stages translate into learning styles: visual, auditory, tactile, kinesthetic, sequential simultaneous, reflective/logical, verbal, interactive, direct experience, indirect experience and rhythmic/melodic. Glossary Concrete experience - learn from doing; having an experience Reflective observation - learn from reviewing or reflecting on an experience Abstract conceptualization - learn from concluding; learning from the experience Active experimentation - learn from trying out what you have learned Explanation of change Added references
3.60 Updated 2017 The provider encourages children to develop their understanding of objects, events, and people by providing a variety of activities, such as pretend play, art materials, and songs that involve imitation. The provider actively interacts with children during these activities to help develop their understanding.	3.60 The provider encourages children to develop their understanding of objects, events, and people by providing a variety of activities, such as dramatic play, art materials, and songs that involve imitation. 3.60a The provider actively interacts with children during these activities to help develop their understanding. References Loizou, E., Michaelides, A., & Georgiou, A. (2019) Early childhood teacher involvement in Children's socio-dramatic play: Creative drama as a scaffolding tool, Early Child Development and Care, 189(4), 600-612. https://doi.org/10.1080/03004430.2017.1336165 Needles, D. J. (2017). Dramatic play in early childhood. In Celebration of Play: An Integrated Approach to Play and Child Development (P.F. Wilkinson, Ed.), Routledge.

	Scharer, J. H. (2017). Supporting young Children's learning in a dramatic play environment. Journal of Childhood Studies, 62-69. https://doi.org/10.18357/jcs.v42i3.17895 Summary Vygotsky emphasized the collaborative nature of learning by the construction of knowledge through social negotiation. Prospective early childhood teachers often show difficulty integrating play for learning. In their experiences, play is often something to do in between their guided instruction. Learning and teaching are possible through play. Children who do not have a chance to develop play skills will be distinctly handicapped in approaching the world around them. Teacher indirect involvement in Children's scenario helps to develop roles and to support material uses. Creative drama can develop a proximal development play zone through which teachers can support role and scenario development during socio-dramatic play. Glossary Proximal development - to those skills that the learner is "close" to mastering with the aid of a more knowledgeable other. Social construction - individuals are active participants in the creation of their own knowledge Explanation of change Added references; replace "pretend" play with "dramatic" play
3.61 The provider introduces time concepts through consistent routines and helps children age 2 and older recall past experiences and plan future events.	3.61 The provider introduces time concepts through consistent routines. 3.61a The provider helps children, age 2 and older, recall past experiences and plan events. References McCormack, T., & Hoerl, C. (2017). The development of temporal concepts: Learning to locate events in time, Timing & Time Perception, 5(3-4), 297-327. https://doi.org/10.1163/22134468-00002094 Beyazat, U. & Ayhan, A. B. (2020). Concept development in early childhood. Ilkogretim Online, 19(2). https://doi.org/10.17051/ilkonline.2020.696694

	Summary Recent findings indicate there may be substantial changes in how children think about time in the early years. Understanding time was thought of as an event-dependent but it may be event-independent. Children need development to begin to have a proper grasp of the distinction between past, present, and future, and represent time as linear and unidirectional. Children may not be able to understand that whether an event is in the future or in the past is something that changes as time passes and varies with temporal perspective. Around ages 4 and 5, children understand how causality operates in time, and can grasp the systematic relations that obtain between different locations in time This understanding provides the basis for acquiring the conventional clock and calendar system. Children, with the help of concepts, begin to evaluate the qualities of objects and form cognitive structures to adapt to the world surrounding them, starting from very early ages. Glossary Concepts - mental tools that enable the formation of basic cognitive structures in long-term memory and of the retention of new information in a meaningful way. Explanation of change Added references; separated indicators into more than one.
3.62 The provider encourages children to think for themselves, to solve problems on their own and with others, and to have confidence in their ability to find solutions.	3.62 The provider implements strategies so that children can think for themselves, solve problems on their own and with others, and to gain confidence in their ability to find solutions. References Fusaro, M., & Smith, M. C. (2018). Preschoolers' inquisitiveness and science-relevant problem solving. Early Childhood Research Quarterly, 42, 119-127.https://doi.org/10.1016/j.ecresq.2017.09.002 Rahman, M. (2019). 21st century skill 'problem solving': Defining the concept. Asian Journal of Interdisciplinary Research, 2(1), 64-74. https://doi.org/10.34256/ajir1917 Students need to attain 21st century skills like problem-solving, creativity, innovation, meta-cognition, communication, etc. to endure in the modern world. Problem-solving skill is one of the fundamental human cognitive processes. The framework of problem-solving

	consists of two major skills: observation and critical thinking skill. Preschoolers use their emerging inquiry skills, including seeking information through questions, to explore, and solve problems within, the physical world around them. Inquisitiveness was associated with the accuracy and fluency of Children's problem solutions, even after accounting for differences in receptive vocabulary, gender, and age. Glossary Problem-solving - a process, which involves systematic observation and critical thinking to find an appropriate solution or way to reach the desired goal. Observation skill - collecting data, understanding, and interpreting the meaning of the information using all the senses. Critical thinking - the individual's ability to conceptualize, reason logically, apply strategy, think analytically, make decisions and synthesize to solve any problem. Explanation of change Added references; removed "encouraged" and inserted "implement strategies so that children can"
LANGUAGE & COMMUNICATION	
3.63 The provider encourages children to express their thoughts and feelings and listens with interest and respect.	3.63 The provider encourages children to express their thoughts and feelings and listens with interest and respect. References Cole, P. M., & Jacobs, A. E. (2018). From children's expressive control to emotion regulation: Looking back, looking ahead. European Journal Developmental Psychology, 15(6), 658-677. doi:10.1080/17405629.2018.1438888 Herndon, K. J., Bailey, C. S., Shewark, E. A., Denham, S. A., & Bassett, H. H. (2013). Preschoolers' emotion expression and regulation: Relations with school adjustment. The Journal of Genetic Psychology, 174(5-6), 642-663. https://doi.org/10.1080/00221325.2012.759525 Kopp, C. B. (1989). Regulation of Distress and Negative Emotions: A Developmental View. Developmental Psychology, 25(3), 343-354. Saarni, C. (2000). Emotional competence: a developmental

	perspective. Thompson, R. A. (1990). Emotion and self-regulation. In Thompson, R. A. (Ed.), Nebraska symposium on motivation: Socioemotional development, 367-467. University of Nebraska Press. Summary Children’s emotion expression and regulation are associated with their school adjustment, with the strongest associations stemming from Children’s negative emotion expression and their emotion dysregulation. For example, the toddler progression involves growth of autonomy and the desire to do for oneself. However, independent actions are often coupled with restraints and prohibitions that are given by the family child care provider. Frustrations are linked to regressions because of their association with out-of-control emotions, temper tantrums. However, most children eventually learn to control these with the help of family child care providers and others. A child's capacity to understand another's feelings, to experience guilt or shame, to manipulate others emotionally, to anticipate the response of family members to displays of anger of distress, to exercise emotional control are aspects of socioemotional development. Attainment of the skills of emotional competence is crucial to self-efficacy. Glossary Emotional competence - the functional capacity wherein a human can reach their goals after an emotion-eliciting encounter (Saarni, 2000). Self-regulation - the ability to manage your emotions and behavior in accordance with the demands of the situation. ... It is a set of skills that enables children, as they mature, to direct their own behavior towards a goal, despite the unpredictability of the world and our own feelings. Self-efficacy - to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment. Dysregulation - poor ability to manage emotional responses or to keep them within an acceptable range of typical emotional reactions.

	Explanation of change Added references
3.64 *The provider takes time every day for meaningful conversation with each child. The provider takes an interest in and responds positively to infants' vocalizations and imitates their sounds.	3.64 *The provider takes time every day for meaningful conversation with each child. For example, the provider takes an interest in and responds in a soothing tone to infants' vocalizations and imitates their sounds." References Romeo, R. R., Leonard, J. A., Robinson, S. T., West, M. R., Mackey, A. P., Rowe, M. L. & Gabrieli, J. D. E. (2018). Beyond the 30-million-word gap: Children's conversational exposure Is associated with language-related brain function, Psychological Science, 29(5), 700-710. https://doi.org/10.1177/0956797617742725 Summary Children who had experienced more conversational turns with adults exhibited greater left inferior frontal (Broca's area) activation, which is linked to speech production, significantly explained the relation between Children's language exposure and verbal skill. Back and forth conversations, more than the number of words a child hears, creates measurable changes in the brain and sets the stage for strong literacy skills in school. Glossary NA Explanation of change Added references; inserted "for example"
3.65 The provider encourages children to listen to and respond to each other.	3.65 The provider encourages children to listen to and respond to each other. References Lee, J. & Fox, J. (2009) Children's communication and socialization skills by types of early education experiences. Journal of Research in Childhood Education, 23(4), 475-488. https://doi.org/10.1080/02568540909594675 Wegerif, R., Littleton, K., Dawes, L., Mercer, N. & Rowe, D. (2004) Widening access to educational opportunities through teaching children how to reason together. Westminster Studies in Education, 27(2), 143-156. https://doi.org/10.1080/0140672040270205 Summary Discussion increases students' engagement, helps children

	to take responsibility for their learning, and prompts higher-level thinking. The brain data show that interactive dialogue that is more strongly related to neural processing. When adults model communication and socialization skills as in Vygotsky's zone of proximal development, adults are scaffolding Children's learning through what they say to children, thus fostering cognitive development. Through interaction and play with siblings and friends, a child will develop social skills and interpersonal skills alongside their communication skills. These skills will make them feel at greater comfort in social situations, where they will find it easier to strike up conversations with peers and make new friends. Through these relationships, they will also hone their listening skills as well as their ability to empathize and interpret non-verbal communication cues. This enables children to work together inclusively and effectively, improving their social skills and their use of language for reasoning and learning. Glossary Neural - relating to a nerve or the nervous system Zone of proximal development - the space between what a learner can do without assistance and what a learner can do with guidance or in collaboration with more capable others. Scaffold - supportive activities provided by a more capable other to support the child. Explanation of change Added references
3.66 Updated 2017 The provider adapts communication and language to match the needs and understanding of each child.	3.66 The provider adapts communication, especially their language, to meet the needs and understanding of each child. References Masek, L. R., McMillan, B.T.M., Paterson, S. J., Tamis-LeMonda, C.S., Golinkoff, R.M., & Hirsh-Pasek, K. (2021). Where language meets attention: How contingent interactions promote learning, Science Direct, 60. https://doi.org/10.1016/j.dr.2021.100961 Vukelich, C., Enz, B., Rskos, K., & Kristie, J. (2019). Helping young children learn language and Literacy: Birth through kindergarten. Carroll Collected. John Carroll University. https://collected.jcu.edu/fac_bib_2019/4

	Summary There are four central themes in adapting communication to meet the needs of a child: a perspective on teaching and learning that blends constructivism and science-based instruction, respect for diversity, instruction-based assessment, and family involvement in literacy learning. Contingent interactions, temporal, semantic, and pragmatic, between caregivers and infants lay a foundation for language learning. These pathways act through a reciprocal relation between infant attention and contingent interactions to help infants understand communicative intent and, in turn, contingent interactions promote attention to allow infants to better learn from the language directed to them. Glossary Constructivism - is based on the idea that people actively construct or make their own knowledge, and that reality is determined by your experiences as a learner. Learners use their previous knowledge as a foundation and build on it with new knowledge. Temporal - when two stimuli are experienced close together in time and, as a result an association may be formed. Semantic - study of meaning in interactions Pragmatic - study of how context contributes to meaning. Explanation of change Added references: inserted “especially their” and replace “match” with “meet”
3.67 When the child's home language is different from the provider's, the provider shows respect for both languages by learning and using key words or songs in the child's home language.	3.67 When the child's home language is different from the provider's, the provider learns and uses key words or songs in the child's home language. References Bialystok, E. (2006). The impact of bilingualism on language and literacy development. In Bhatia, T.K. & W.E. Ritchie (Eds.) The handbook of bilingualism, 577-601. Blackwell Publishing. Chin, N.B. & Wigglesworth, G. (2007). Bilingualism: An advanced resource book. Routledge. Genesee, F. & Lindholm-Leary, K. (in press). The education of English language learners. In K. Harris, S. Graham, & T.

	Urdan (Eds), APA Handbook of Educational Psychology. APA Books. Kovacs, A.M., & J. Mehler, J. (2009). Cognitive gains in 7-month-old infants. Proceedings of the National Academy of Sciences, 106(16), 6556-6550. Lindholm, K.J., & Aclan, Z. (1991). Bilingual proficiency as a bridge to academic achievement: Results from bilingual/immersion programs. Journal of Education 173, 99-113. Olivia-Olson, C., Espinose, L.M., Hayslip, W., & Magruder, E.S. (2019). Many languages, one classroom: Supporting children in superdiverse settings. Teaching Young Children, 12(2). https://www.naeyc.org Summary Recent research shows that educational programs that systematically incorporate use of early language learners' (ELL) home language result in levels of academic success, including achievement in literacy and other academic subjects, that are as high as and often better than that of ELLs in English-only programs. In a two-way immersion program, researchers found a significant positive relationship between individual student's level of bilingual proficiency and their achievement in math and reading in English. Bilingual children exhibit significant cognitive advantages in comparison to monolingual children. Children who are learning to read in a second language can transfer many skills and knowledge from their first language to facilitate their acquisition of reading skills in the second language. Glossary Home language - a language that is most spoken by the members of a family for everyday interactions at home. Explanation of change Added references; replaced "both languages" with "child and family"
LITERACY	
3.68 *The provider reads to all children for at least 15 minutes during each half day. Books are used to stimulate conversation that expands upon Children's interests and imagination, to build vocabulary, or to introduce new	3.68 *The provider ensures reading to each child individually or as a group for up to 15 minutes in the morning and 15 minutes in the afternoon. 3.68a Books are used to stimulate conversation that expands upon Children's interests and imagination, to build

ideas and information. -If the children or infants have short attention spans and can't attend to the stories, reading time can occur in brief moments and be comprised of showing and talking about the pictures, colors, and textures in the book. -Children who can read independently spend at least Â½ hour in each Â½ day engaged in literacy activities (such as reading, writing, listening to stories, or performing plays).	vocabulary, or to introduce new ideas and information. 3.68b For infants and toddlers, reading time can occur in brief moments and be comprised of showing and talking about the pictures, colors, and textures in the book. 3.68c Children who can read independently are provided literacy opportunities in both teacher-directed and free play, such as reading, writing, listening to stories, or performing plays. 3.68d Children or infants are not forced to sit during reading. References Piasta, S. B. (2016). Current understandings of what works to support the development of emergent literacy in early childhood classrooms. Child Development Perspectives, 10(4), 234-239. https://doi.org/10.1111/cdep.12188 Piasta, S. B., Farley, K. S., Mauck, S. A., Soto Ramirez, P., Schachter, R. E., O'Connell, A. A., Justice, L. M.., Spear, C. F., & Weber-Mayrer, M. (2020). At-scale, state-sponsored language and literacy professional development: Impacts on early childhood classroom practices and Children's outcomes. Journal of Educational Psychology, 112(2), 329. https://doi.org/10.1037/ edu0000380 Summary Research efforts the works to support young children's development of emergent literacy in early childhood classrooms prior to starting kindergarten include content-specific curricula, emergent literacy best practices, and related professional development all can benefit Children's emergent literacy Glossary Emergent - in the process of coming into being or becoming prominent. Explanation of change Added references: replace at least with "up to;" changed indicator to encourage reading as a natural part of the day by offering individual and group reading sessions.
3.69 Updated 2017 *Children of all ages have access to age appropriate books every day. The provider encourages children to look at or read books on	3.69 *Children of all ages have access to age-appropriate books every day. 3.69a The provider encourages children to look at or read

their own. The provider teaches children to take care of books as needed.	books on their own. 3.69b The provider teaches children to take care of books. References Cline, F., & Fay, J. (2020). Parenting with love and logic: Teaching children responsibility. NavPress Publishing Group. Dwyer, J., & Neuman, S. B. (2008). Selecting Books for Children Birth Through Four: A Developmental Approach. Early Childhood Education Journal, 35(6), 489-494. https://doi.org/10.1007/s10643-008-0236-5 Swanson, M., & Ros-Voseles, D. (2009). Dispositions: Encourage Young Children to Become Life-Long Readers. Dimensions of Early Childhood, 37(2), 30-38. Summary Research has shown that certain features of text-format, illustrations, language, text features, and topic play an important role in enhancing Children's understanding and interactions with books. Making sure that books are age-appropriate will not only ensure a rewarding experience with books but a fruitful one for helping children learn about the joys of reading and the knowledge that awaits them. The overarching goal to create life-long learners who are enthusiastic readers requires enhancing dispositions and teaching reading skills. Teacher beliefs, awareness of dispositions, and the role both play in the literacy climate can enhance the reading process throughout a child's education. Some dispositions related to literacy are independence, such as constructed characters and scenarios; creativity, such as props to create stories; self-motivation, such as children willingly engaged in the literacy experience; and problem solving, such as children negotiated who would play various story characters. To help children be responsible, providers must offer them opportunities to be responsible. Glossary Dispositions - a tendency to exhibit frequently, consciously, and voluntarily a pattern of behavior that is directed to a broad goal; modeling Explanation of change Added references; separated indicators

3.70 The provider builds on children's emerging interest in print and writing according to each child's developmental level. Examples are: scribbling, recognizing signs and alphabet letters and their sounds, writing names, notes, and stories, labeling drawings, making books, or writing in journals.	3.70 The provider builds on children's emerging interest in print and writing according to each child's developmental level. Examples are: scribbling, recognizing signs and alphabet letters and their sounds, writing names, notes, and stories, labeling drawings, making books or writing in journals. References Justice, L. M., & Pullen, P. C. (2003). Promising interventions for promoting emergent literacy skills: Three evidence-based approaches. Topics in early childhood special education, 23(3), 99-113. https://doi.org/10.1177/02711214030230030101 Piasta, S. B. (2016). Current understandings of what works to support the development of emergent literacy in early childhood classrooms. Child Development Perspectives, 10(4), 234-239. https://doi.org/10.1111/cdep.12188 Summary The research on dialogic reading and print referencing suggests the important contribution of relatively simple changes in adult reading style to the emergent literacy development of young children. A variety of approaches are each viewed as having probable efficacy for influencing young Children's emergent literacy development. Further research showing the advantage of dialogic reading over other styles of storybook reading upon emergent literacy is needed. For print referencing, research indicating the impact of this approach when used in routine clinical or educational settings for instance, by preschool special educators reading with children in the classroom needs to be conducted. Both dialogic reading and print referencing warrant further investigation to determine their specific utility for children with identified special needs. Glossary Emergent literacy is the precursory knowledge about reading and writing that children acquire prior to conventional literacy instruction and that they bring to the task of learning to read. Explanation of change Added references
MATH & SCIENCE	
3.71 Children learn math and science concepts in the context of everyday activities, such as setting the table,	3.71 Children learn math and science concepts in the context of everyday activities, such as setting the table, preparing food, sorting the mail, cooking, gardening, and

preparing food, sorting the mail, cooking, gardening, and playing games. As they are able, they match, sort, arrange things in sequence, count things, measure, and recognize and create patterns.	playing games. 3.71a Children learn to match, sort, arrange things in sequence, count things, measure, and recognize and create patterns. References Cooke, A. (2018). An argument to engage really young children in mathematics. Journal of Early Childhood Teacher Education, 37(1), 25-40. https://files.eric.ed.gov/fulltext/ED592419.pdf Sikder, S., & Fleer, M. (2015). Small science: Infants and toddlers experiencing science in everyday family life. Research in Science Education, 45, 445-464. https://doi.org/10.1007/s11165-014-9431-0 Summary Vygotsky argues social construction which is included in exploring math and science in everyday experiences. It is not commonly acknowledged that children age three and under can engage with and think mathematically over formalized and academic experiences in early childhood. One of the reasons for this is the inability of adults to recognize mathematics in what young children do. Three lenses that caregivers can use to help them identify mathematical ideas/activities, math concepts, and language. Activities include counting, measuring, locating, designing, playing, and explaining as children engage as part of their everyday actions. Deconstructing the activities enables the mathematics involved to become visible. Mathematics components are number and operations, shapes and spatial relationships, measurement, patterns, relationships, and change, and collecting and organizing data. Recognizing mathematical language in what children say and in describing what children are doing may assist in the identification of mathematics in which young children are engaged. In science, there are four categories of small science: multiple possibilities for science (through one activity, such as snack preparation); discrete science (activities generally only support one line of conceptual development, such as looking at mirror can identify body parts); embedded science (science we may not notice but experience it regularly in our everyday life, such as day and night, air, etc.); and counter intuitive science (opposite of an everyday experience, such as knowledge learned through long-standing historical development - earth is center o universe). Small science: roll, press, push, pull,

	blow; academic science concepts: air, light, sound, force, navigation Glossary Small science - roll, press, push, pull, blow; Academic science concepts - air, light, sound, force, navigation Explanation of change Added references; separated indicators
3.72 Children have opportunities (indoors and outdoors) to explore the natural and physical environment, through experiences such as watching insects, planting seeds and caring for plants, playing with water and sand, and playing with cars or balls and ramps.	3.72 Children have opportunities (indoors and outdoors) to explore the natural and physical environment, through experiences such as watching insects, planting seeds and caring for plants, playing with water and sand, playing with cars or balls and ramps, and creating buildings or other infrastructures. References Festinger, L. (1954). A theory of social comparison processes. Human Relations, 7(2):117-140. https://doi.org/10.1177/001872675400700202 Glettler, C., & Rauch, F. (2020). Nature Learning - Early childhood nature experience and sustainability education. Journal of Applied Technical and Educational Sciences, 10(3), 5-23. https://doi.org/10.24368/jates.v10i3.202 Hardin, G. (1968) The tragedy of the commons: The population problem has no technical solution; it requires a fundamental extension in morality. Science, 162(3859), 1243-1248. https://doi.org/10.1126/science.162.3859.1243 Salas-Zapata, W., Posada-CastaÃ±o, A. & Meja-Durango, D. (2021). An explanation of the behavioral origin of moderation in the use of natural resources: a meta-synthesis study. Environment Systems and Decisions, 41, 487-500. https://doi.org/10.1007/s10669-021-09820-4 Tversky, A. & Kahneman, D. (1991) Loss aversion in riskless choice: A reference-dependent model. Quantitative Journal of Economics, 106(4), 1039-1061. Summary Recent studies confirm that children profit greatly from being in contact with nature. Children who have a diverse image of nature, a close relationship with nature, are

	invested in protecting their environment and show several competences, which are considered vital for sustainability education. Increasing the amount of time children spend outdoors could positively contribute towards a more sustainable future. Natural resources are a type of good that if used to the maximum could lead to its depletion. Hardin argues that morality must be considered if individuals moderated the use of natural resources. The problem could be solved, but this is hard to achieve due to people's behavior. This study found four mechanisms to promote moderation and feedback on: ecosystem state, other people's actions and the consequences, and goals/objectives and expectations. Tversky & Kahnema proposed that losses cause a greater emotional impact on an individual than does an equivalent amount of gain. Findings show an individual will pick the option offering perceived gains. Festinger's social comparison theory asserted people who compare themselves with those who are like them typically produce accurate appraisals of their capabilities and beliefs meaning saving natural resources may be sustainable as a group effort starting in early childhood education. Glossary Natural environment - encompasses all living and non-living things occurring naturally. This environment encompasses the interaction of all living species, climate, weather, ecological units, and natural resources that affect human survival and economic activity. Ecological unit - include all vegetation, microorganisms, soil, rocks, atmosphere, and natural events. Physical environment includes land, air, water, plants and animals, buildings, and other infrastructure, and all of the natural resources that provide our basic needs and opportunities for social and economic development. Explanation of change Added references; included "buildings and infrastructure"
3.73 The provider encourages children age 3 and older to observe and make predictions about things in the learning environment using language, hands on activities, analysis, reasoning, problem solving, and experimenting by asking "why, how and what if" questions.	3.73 The provider encourages children to observe and make predictions about things in the learning environment using language, hands on activities, analysis, reasoning, problem solving, and experimenting by asking "who, what, when, where, why, how, and what if" questions. References Brod, G. (2021). Predicting as a learning strategy.

	Psychonomic Bulletin & Review. https://doi.org/10.3758/s13423-021-01904-1 Thomas-Fair, U. (2005). The power of prediction: Using prediction journals to increase comprehension in kindergarten [Paper presentation]. Georgia Association of Young Children Conference, Atlanta, GA. https://files.eric.ed.gov/fulltext/ED490766.pdf Summary Prior knowledge activation benefits children using vocabulary and were increasingly motivated each time the activation was initiated to listen and independently discuss stories, characters, and events. It is imperative that teachers offer more strategies that activate the prior knowledge of the beginning reader. The effectiveness of predicting is also linked to changes in the way the ensuing feedback is processed. Initial evidence suggests that predicting boosts surprise about unexpected answers, which leads to enhanced attention to the correct answer and strengthens its encoding. Glossary Encoding - process of converting data from one form to another to save in a more efficient, compressed format. Explanation of change Added references; added “who, what, when, where, how” questions; removed “age 3 and older”
CREATIVE DEVELOPMENT	
3.74 The provider encourages Children’s creativity by offering a variety of daily opportunities for children to explore and use their imagination.	3.74 The provider encourages Children’s creativity by offering a variety of daily opportunities for children to explore and use their imagination." References Lindqvist, G. (2003). Vygotsky's Theory of Creativity, 15 (2-3), 245-251. https://doi.org/10.1080/10400419.2003.9651416 Summary Vygotsky believed that creativity arises from any human activity that produces something new. Creative acts could produce anything from physical objects to a music score to a new mental construct. Creativity is therefore present when major artistic, scientific, and technical discoveries are made. Glossary

	NA Explanation of change Added references
ART	
3.75 Updated 2017 The provider sets out inviting art materials based on the Children's developmental levels. Additionally, children age 3 and older have direct access to basic art materials during free play opportunities.	3.75 The provider sets out inviting art materials based on the Children's developmental levels. 3.75a Children age 3 and older have direct access to basic art materials during free play opportunities. 3.75b Children under age 3 have access to basic art materials during free play opportunities with supervision. 3.75c Providers should use only non-toxic art supplies approved by the Art and Creative Materials Institute (ACMI). 3.75d Screen items for lead and other recall concerns. References Public Broadcasting Station. (2021). Creativity and play: Fostering creativity. https://www.pbs.org/wholechild/providers/play.html Orenstein,G.A. & Lewis, L. (2021). Erikson's stages of psychosocial development. In StatPearls [Internet]. StatPearls Publishing. https://www.ncbi.nlm.nih.gov/books/NBK556096/ The Art & Creative Materials Institute (ACMI) (2021). https//www.acmiart.org. U. S. Environmental Protection Agency. (2021). Chemicals and toxic topics. www.epa.gov Summary Erik Erikson developed theories which he called "psychosocial development." Erikson emphasized that social interaction was the driving force primarily responsible for our behavior. Stage 2 of Psychosocial development is autonomy versus shame and doubt (18 months to 3 years). This stage is characterized by the child's increasing desire to discover. Teachers help children by understanding the child's needs for both independence and dependence. Erikson believed that, if this fails to occur, instead of gaining self-confidence, a child will experience feelings of shame and doubt. See the Health and Safety

	lead standard section for more details on lead in consumer products. Glossary NA Explanation of change Added references; removed “additionally;” separated indicators, added lead indicators
3.76 Most art activities are open-ended, and child directed. Children decide what they will create and how they will do it. Coloring books, pre-cut materials, or activities that require children to produce a specific product are not examples of open ended or child directed art activities.	3.76 Most art activities are open-ended and child-directed meaning children decide what they will create and how they will do it. References Menzer, M. (2015). THE ARTS IN EARLY CHILDHOOD: SOCIAL AND EMOTIONAL BENEFITS OF ARTS PARTICIPATION A LITERATURE REVIEW AND GAP-ANALYSIS (2000-2015). National Endowment for the Arts. https://www.arts.gov Summary Artistic activities foster intellectual development and some of their benefits are: stimulates both sides of the brain, increases the capacity of memory, attention and concentration, helps develop reading skills and children do better in math and science, and introduces children to new vocabulary and concepts. Coloring books, pre-cut materials, or activities that require children to produce a specific product are not examples of open ended or child directed art activities. Glossary NA Explanation of change Added references; Removed “coloring books, pre-cut materials, or activities that require children to produce a specific product are not examples of open ended or child directed art activities” to add to the summary.
3.77 The provider comments on specific aspects of children's art, focusing on the children's exploration and use of the materials and descriptions of their work. The provider is careful in the use of language during praise, encouragement, or affirmation,	3.77 The provider comments on specific aspects of children's art, focusing on the children's exploration and use of the materials and descriptions of their work. 3.77a The provider is careful in the use of language during praise, encouragement, or affirmation, and does not show preference for work that looks more realistic or pretty.

and does not show preference for work that looks more realistic or pretty.	References BONGIORNO, L. (2014). How process-focused art experiences support preschoolers. Teaching Young Children, 7(3). https://www.naeyc.org Svetlana Novakovia. (2015). Preschool teacher's role in the art activities of early and preschool age children. Croatian Journal of Education, 17(1), 153-163. https://doi.org/10.15516/cje.v17i0.1497 Xing, S., Gao, X., Jiang, Y., Archer, M., & Liu, X. (2018). Effects of ability and effort praise on children's failure attribution, self-handicapping, and performance. Frontiers in Psychology, 9, 1883. https://doi.org/10.3389/fpsyg.2018.01883 Summary The preschool teacher's role is also to familiarize the children with various art areas and techniques, and to enable a child to comprehend the expressive possibilities of individual techniques, to independently explore and experiment, to find new procedures, use new materials and means. Educators need to be given the information about the impact of effective and noneffective praise as well as tools needed to utilize effective specific praise within their classrooms. Ability praise may lead children to display a helpless response after failure, including more negative self-cognitions and affect, less persistence, and impaired performance. Effort praise leads children to focus on the process of work and development of learning skills, leading to greater persistence and good performance after setbacks Glossary Process-focused - how and what they practice ends up being up to the child and how they decide to create. Explanation of change Added references; separated indicators
3.78 The provider values all children's work and helps parents appreciate Children's creative art, child made games, and books. Some work is displayed throughout the learning environment (such as on the refrigerator, on wall hangings and mobiles, in photo albums, scrap books,	3.78 The provider values all children's work and helps parents appreciate Children's creative art, child made games, and books. 3.78a Some work is displayed throughout the learning environment (such as on the refrigerator, on wall hangings and mobiles, in photo albums, scrap books, or portfolios) including spaces where children and parents have access.

or portfolios) including spaces where children and parents have access.	References Duh, M., Äagran, B., & Huzjak, M. (2010). Quality and quantity of teaching art appreciation. Croatian Journal of Education, 14(3), 625-655. Duh, M., & Zupan, T. (2013). Artistic appreciation and the method of aesthetic transfer. Magazine for Elementary Education, 6(4), 71-86. Twigg, D. (2011). Look out below (and above)! challenging adult understandings of displaying young children's artwork. Contemporary Issues in Early Childhood, 12(3), 262-273. https://doi.org/10.2304/ciec.2011.12.3.262 Summary We know that art appreciation is not innate but is an ability that can be developed with appropriate educational work. Teachers should give children assistance in recognizing the quality of objects, to lead them actively and attentively from articulating what they feel, to developing the appropriate vocabulary for describing these feelings. Findings on a new method for displaying children's artwork include: (1) the practices of making and displaying art cannot be separated; (2) decisions about the display of children's visual artwork are made by adults; and (3) art experiences directly impact the lives of young children. Findings asserted that adult sensitivity and acknowledgement of children's rights are essential aspects of the decision-making process associated with displaying children's artwork. Glossary NA Explanation of change Added references; separated indicators
MUSIC, MOVEMENT, & DRAMATIC PLAY	
3.79 The provider uses music in a variety of ways such as singing, finger plays, clapping games, playing instruments, and listening to a variety of recorded music.	3.79 The provider uses music in a variety of ways such as singing, finger plays, clapping games, playing instruments, and listening to a variety of recorded music. References Barrett, M. S., Zhukov, K., Brown, J. E., & Welch, G. F. (2020). Evaluating the impact of a generalist teacher-led music program on early childhood school Children’s singing skills and attitudes to music. Psychology of Music, 48(1), 120-136. https://doi.org/10.1177/0305735618790355

	Bolduc, Jonathan; Evrard, Melanie. (2017). Music Education from Birth to Five: An Examination of Early Childhood Educators' Music Teaching Practices, Research and Issues in Music Education, 13(1), 3. https://commons.lib.jmu.edu/rime/vol13/iss1/3 Ilari, B. Scaramouche Goes to Preschool: The Complex Matrix of Young Children's Everyday Music. Early Childhood Educ J 46, 1-9 (2018). https://doi.org/10.1007/s10643-017-0842-1 Summary A data analysis on early childhood teachers and music capability considered three profiles: little musical knowledge, good musical knowledge, and in-depth musical knowledge. Results showed that all ECEs used a wide variety of music activities. However, use frequency varied according to the level of musical knowledge. Very young children develop musically by participating in a variety of practices that occur in their everyday lives. Research has shown that listening to music can reduce anxiety, blood pressure, and pain as well as improve sleep quality, mood, mental alertness, and memory. Glossary NA Explanation of change Added references
3.80 Children have opportunities to participate in music making activities, using their own voices, and with purchased or home-made instruments.	3.80 Children have opportunities to participate in music making activities, using their own voices, and with purchased or home-made instruments. References Arts Education Partnership (2011). Music matters: How music education helps students learn, achieve, and succeed. NAMM Foundation. Washington, D.C. https://aep-arts.org Dean, B. (2021). Spontaneous singing in early childhood: An examination of young Children's singing at home. Research Studies in Music Education, 43(3), 434-450. https://doi.org/10.1177/1321103X20924139 Rauscher, F.H. & Zupan, M. (2000). Classroom keyboard instruction improves kindergarten children's spatial-temporal performance: A field experiment. Early Childhood

	Research Quarterly, 15 , 215- 228. Summary Findings showed the most prevalent singing behaviors were improvising. The strongest influence on spontaneous singing was found to be the social context in which it took place. The children used different ways of singing when interacting socially or when playing on their own, with most singing occurring when children were on their own, potentially unnoticed by adults. The results show that implementing music activities in early education settings can positively impact young Children's singing skills and attitudes to music regardless of gender, ethnicity, and socio-economic standing of the school. According to the National Association of Music Merchants Foundation (NAMM Foundation), learning to play an instrument can improve mathematical learning and even increase SAT scores. Music ignites all areas of child development and skills for school readiness, including intellectual, social-emotional, motor, language, and overall literacy. It helps the body and the mind work together. Exposing children to music during early development helps them learn the sounds and meanings of words. Dancing to music helps children build motor skills while allowing them to practice self-expression. For children and adults, music helps strengthen memory skills. Studies have shown that young children who take keyboard lessons have greater abstract reasoning abilities than their peers, and that these abilities improve over time with sustained training in music. Children who study music tend to have larger vocabularies and more advanced reading skills than their peers who do not participate in music lessons. Glossary Spontaneous - in the moment Explanation of change Added references
3.81 The provider encourages children to dance or use movement as a method of self-expression, to recreate meaningful experiences, tell stories, or act out concepts.	3.81 The provider encourages children to dance or use movement as a method of self-expression, to recreate meaningful experiences, tell stories, or act out concepts. References Chatzihidiroglou P, Chatzopoulos D, Lykesas G, Doganis G. (2018). Dancing effects on preschoolers' sensorimotor synchronization, balance, and movement reaction time. Perceptual and Motor Skills, 125(3), 463-477. doi:10.1177/0031512518765545

	Grafton, S. & Cross, E. (2008). Dance and the brain, The Dana Foundation. www.dana.org Golding, A., Boes, C. & Nordin-Bates, S. M. (2016) Investigating learning through developmental dance movement as a kinesthetic tool in the Early Years Foundation Stage. Research in Dance Education, 17(3), 235-267. https://doi.org/10.1080/14647893.2016.1204282 Summary Considering the importance of sensorimotor synchronization and balance for subsequent child development and performance of daily and sport activities, findings suggest that dancing should be included in early childhood curricula. To dance and move, our bodies and our brains in neuroscientific research must engage the muscles and the actions themselves. According to some neuroscientists and developmental specialists, proprioception is extremely important to Children's development. Enjoyment and multi-modal/multi-sensory aspects seemed to support memory impact and contribute to Children's positive learning outcomes unique to dance practice. Glossary Proprioception - a feeling what you're doing, awareness of the space around you, the sense of where one's body parts are situated in space, your balance, and joint, tendon, and muscle position. Explanation of change Added references
3.82 Updated 2017 The provider offers daily opportunities for Children's pretend play and is involved in the facilitation of Children's creativity throughout the day.	3.82 The provider offers daily opportunities for Children's pretend play and is involved in the facilitation of Children's creativity throughout the day. References. Weisberg, D. S. (2015). Pretend play. Wiley Interdisciplinary Reviews: Cognitive Science, 6(3), 249-261. https//:doi.org/10.1002/wcs.1341 Summary Children's pretend play has connections to important cognitive and social skills, such as symbolic thinking, theory of mind, and counterfactual reasoning. Pretending may provide children with practice with navigating symbolic relationships, which may strengthen their language skills.

	Pretend play and theory of mind reasoning share a focus on others' mental states to correctly interpret their behavior. Pretending and theory of mind may be mutually supportive in development. Pretend play and counterfactual reasoning both involve representing nonreal states of affairs and may facilitate children's counterfactual abilities. Glossary Counterfactual - helping analysts evaluate the effect of an event by considering what would have happened if the event had not occurred or occurred differently. Theory of mind reasoning - the cognitive ability to make inferences about others' mental states. Explanation of change Added references
TELEVISION & COMPUTERS	
3.83 If screen media is used, the provider assures the content (including cartoons and animation) is appropriate for the ages of the children using or viewing the source; which includes but is not limited to, being free from violent, sexually explicit, stereotyped content, and advertising.	No change References Anderson, D. R., Subrahmanyam, K., & Cognitive Impacts of Digital Media Workgroup. (2017). Digital screen media and cognitive development. Pediatrics, 140(2), 57-61. https://doi.org/10.1542/peds.2016-1758C Bar-Lev, Y., & Elias, N. (2019). Learning from screen media in early childhood: a double-edged sword. Children, Families and Technologies. What challenges? What paths?,18-28. https://doi.org/10.34629/ipl.eselx.cap.livros.012 Summary Research findings demonstrate the limitations of screen media use, especially when not supervised by adults. The research findings call for increasing media literacy among parents of infants and toddlers who need to know how to support the development language of appropriate media habits among their young children. Research suggests that children begin to comprehend child-directed television starting at 2 years of age. The cognitive impact of these media depends on the age of the child, the kind of programming, the social context of viewing, and the kind of interactive media. For children <2 years old, television viewing has mostly negative associations, especially for language and executive function. For preschool-aged children, television viewing has been found to have both positive and negative outcomes, and a large body of

	research suggests that educational television has a positive impact on cognitive development. Beyond the preschool years, children mostly consume entertainment programming, and cognitive outcomes are not well explored in research. The use of computer games as well as educational computer programs can lead to gains in academically relevant content and other cognitive skills. Glossary NA Explanation of change Added references
3.84 Updated 2017 If children use screen media, including computers, the provider limits their time of use to no more than 30 minutes per week, and for educational use or physical activities. Engaging alternative activities are offered to all children when screen media is offered.	3.84 If children use screen media, including computers, the provider limits their time of use to no more than 30 minutes per day, and for educational use or physical activities. 3.84a Engaging alternative activities are offered to all children when screen media is offered. References Anderson, D. R., Subrahmanyam, K., & Cognitive Impacts of Digital Media Workgroup. (2017). Digital screen media and cognitive development. Pediatrics, 140(2), 57-61. https://doi.org/10.1542/peds.2016-1758C Harms, T., Cryer, D., & Clifford, R. M. (2014). Family Child Care Environmental Rating Scale (rev. ed.). Teachers College Press. https://ers.fpg.unc.edu Summary Research findings demonstrate the limitations of screen media use, especially when not supervised by adults. Research suggests that children begin to comprehend child-directed television starting at 2 years of age. The cognitive impact of these media depends on the age of the child, the kind of programming, the social context of viewing, and the kind of interactive media. For children <2 years old, television viewing has mostly negative associations. It takes around 18 months for a baby's brain to develop to the point where the symbols on a screen come to represent their equivalents in the real world. Evidence suggests that screen viewing before age 18 months has lasting negative effects on children's language development, reading skills, and short-term memory. It also contributes to problems with sleep and attention.

	Glossary NA Explanation of change Added references; separated indicators
3.85 Children under the age of 2 years are strongly discouraged from participating in media viewing (TV, computer, video, DVD, iPad, etc.). Developmentally appropriate, engaging alternative activities are provided when screen media is offered to older children.	3.85 Children under the age of 2 years are strongly discouraged from participating in media viewing (TV, computer, video, DVD, iPad, etc.). References Anderson, D. R., Subrahmanyam, K., & Cognitive Impacts of Digital Media Workgroup. (2017). Digital screen media and cognitive development. Pediatrics, 140(2), 57-61. https://doi.org/10.1542/peds.2016-1758C Summary For children <2 years old, television viewing has mostly negative associations. It takes around 18 months for a baby's brain to develop to the point where the symbols on a screen come to represent their equivalents in the real world. Evidence suggests that screen viewing before age 18 months has lasting negative effects on children's language development, reading skills, and short-term memory. It also contributes to problems with sleep and attention. Glossary NA Explanation of change Added references; removed, “developmentally appropriate, engaging alternative activities are provided when screen media is offered to older children.” Duplicate of 3.84
3.86 If a computer is used by the children, the provider limits each child's computer time to no more than fifteen minutes at a time. When school-agers are engaged in an educational project or when children require the use of assistive technology, time using the computer may be extended.	3.86 If a technology is used by the children, the provider supervises each child’s selection of apps and technology time to no more than 30 minutes at a time or until over stimulated, whichever comes first. When school-agers are supervised and engaged in an educational project or if children require the use of assistive technology, time using the computer may be extended. References Anderson, D. R., Subrahmanyam, K., & Cognitive Impacts of Digital Media Workgroup. (2017). Digital screen media and cognitive development. Pediatrics, 140(2), 57-61. https://doi.org/10.1542/peds.2016-1758C Kanaya, T., Scullin, M. H., & Ceci, S. J. (2003). The Flynn

	effect and U.S. policies: The Impact of rising IQ Scores on American society via mental retardation diagnoses. American Psychologist, 58(10), 778-790. https://doi.org/10.1037/0003-066X.58.10.778 Subrahmanyam K., Kraut, R.E., Greenfield, P. M., & Gross, E. F. (2000). The impact of home computer uses on children's activities and development. Future Child, 10(2),123-44. Summary Children are generally not aware of the possible bad effects of technology, which are caused by its improper use. Kanaya et al. (2003) found the IQ scores of the current generation are higher than the previous generation. The increase in the number of technological products in children's lives and consequently the increased stimuli serve as exercises to enable children to solve more complex problems. The more subjects a child in a fast-learning process gets interested in or has experience with, the more his/her IQ level increases. However, an excess of stimuli leads to lower attention span, minimized social interaction, increased aggression, mental and physical health problems, reduced quality of sleep, cyberbullying, abuse and security risks. Technology is recommended for children if the daily use of devices is under control of adult supervision. Glossary Cyberbullying- the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. Explanation of change Added reference; replaced the word “computer” with the word “technology;” expanded on selecting apps, increased the time and emphasized adult supervision
3.87 When used, all computer software is developmentally appropriate, promotes positive learning experiences, requires Children’s active involvement, group participation, creativity, or fun.	3.87 With adult supervision, all computer software used is developmentally appropriate, promotes positive learning experiences, requires Children’s active involvement, group participation, creativity, or fun. References Rosen, D. B. & Jaruszewicz, C. (2009). Developmentally appropriate technology use and early childhood teacher education. Journal of Early Childhood Teacher Education, 30(2), 162-171. https:/doi.org/10.1080/10901020902886511

	Summary Developmentally appropriate technology use both respects the unique challenges presented by children's levels of development and capitalizes on children's natural desire to actively, collaboratively construct knowledge, and solve problems. Glossary NA Explanation of change Added references; replaced “when used” with “with adult supervision”
3.88 Updated 2017 If the Internet is used by children, the provider actively monitors its use in all forms including, but not limited to, computers, tablets, smartphones, and television.	3.88 If the internet is used by children, the provider actively monitors its use in all forms including, but not limited to, computers, tablets, smartphones, and television. References Dedi Riyan Rizaldi, D.R., Eris Nurhayati, E., Fatimah,Z. & Amni, Z. (2021). The Importance of Parental Assistance in Supervising the Use of Technology for Children During the Home Learning Program. International Journal of Engineering, Science, and Information Technology, 1(3). https://doi.org/10.52088/ijesty.v1i3.78 Subrahmanyam K., Kraut, R.E., Greenfield, P. M., & Gross, E. F. (2000). The impact of home computer use on children's activities and development. Future Child, 10(2),123-44. Summary The role of parents in assisting children to use technology while learning from home is very important, especially in maintaining and increasing children's motivation to continue learning. Technology is recommended for children if the daily use of devices is under control of adult supervision. Glossary NA Explanation of change Added references