Steps To Quality Child Care Guide
Anyone who provides care to a young child – parents, teachers, child care providers - is a teacher. We recognize parents and family members are children’s first and most important teachers. Partnerships between child care providers and family members are vital for a child’s success. We recognize that striving for quality of care is a continuous process. All providers have the power to make quality improvements in a child’s environment for enhancing their health, education and welfare. This guide contains valuable information and resources to help you along the path to quality.

This guide has been made possible by:

The Alliance for Children’s Early Success
with support from United Way of Northern Arizona
through grant funding from the Flagstaff Community Foundation.

This document can be viewed online
and downloaded at the following websites:

www.allianceforchildrensearlysuccess.org
www.nazunitedway.org
# Table of Contents

## Basics of Quality Care:
- Steps to Quality Graphic and Checklist Pages 4-5
- Developmentally Appropriate Practices Page 6
- Ages and Stages of Development Page 7
- Developmental Delays Page 8
- Positive Self Identity and Diversity Page 9
- Relationships with Children & Families Page 10
- Routines and Interactions Page 11
- Simulating Language Development Pages 12-13
- Language Building Tips for Home Care Page 14
- Language Building Tips for Center Care Page 15
- Learning Environments Page 16
- Wall Displays Page 17
- Materials and Toys Page 18
- Learning Centers Pages 19-20
- Infant Sample Lesson Plan Page 21
- 1 Year Old Sample Lesson Plan Page 22
- 2 Year Old Sample Lesson Plan Page 23
- 3 – 5 Year Old Sample Lesson Plan Page 24
- 3 – 5 Year Old Lesson Plan Template Page 25
- Lesson Planning Support Resources Page 26
- Field Trips Page 27
- Positive Guidance Page 28
- Arizona Early Learning Standards Page 29
- Observing Children’s Skills & Growth Pages 30-31
- Quick Observation Forms Page 32
- Infant Progress Checklist Page 33
- Toddler & 2 year olds Progress Checklist Page 34
- 3 to 5 year olds Progress Checklist Page 35
- Electronic Media & Children Page 36

## Health and Safety:
- CPR/First Aid Page 37
- Fingerprinting Page 37
- Types of Regulation Pages 38-39
- Accreditation Page 40
- Child Abuse Prevention Pages 41-42
- Safe Sleeping Guidelines Page 43
- Child & Infant Safety Checklist Page 44-45
- Nutrition and Physical Activity for Children Page 46-47
- Oral Health Page 48
- Health Information Page 49
- Special Needs Information Page 50
- Emergency Phone Numbers Page 51

## Support Resources:
- Community Initiatives Page 52
- Support Resources Pages 53-54

## Supports for Improving Quality Care:
- Trainings/Professional Development Pages 55-56
- Quality Improvement Support Programs Page 57
- Certificate and Degree Programs Page 58
- Skills of Center Director Page 59
- Leadership Supports Page 60
Where do you fit on the steps to quality?

Take one step up to improve quality!

Certified or licensed and currently accredited

Certified or licensed & participating in a formal quality improvement program

Certified or licensed & participating in ongoing quality improvement

AZ DES certified provider, AZ DHS Licensed group home, or DHS Licensed child care center

Registered w/ Child Care Resource & Referral (CCR&R) or participating in Child & Adult Care Food Program (CACFP)

Caregiver with some training or background checking

Anyone who cares for children
<table>
<thead>
<tr>
<th>Where do you fit on the steps to quality?</th>
<th>Take one step up to improve quality!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accreditation program participant</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Plans w/ Devel, Approp, Practices</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Ongoing assessment of children</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Professional development goals</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Family/community partnerships</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Ongoing self-assessment</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Quality First Grant</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Arizona Self Study</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Accesses coaching at ASCC</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Exceeds required training hours</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Attends conferences</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Presents at conferences</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Promotes family events</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Supports community initiatives</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Professional organizations member</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Advocates for children</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Meets AZ DES/DHS regulations</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>12-18 training hours per year</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Ongoing monitoring</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Child care liability insurance</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Three references</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Immunizations for all in the home</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Fingerprint clearance for all adults</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>CCR&amp;R/CACFP participant</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Fingerprint clearance for caregiver</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>CPR Certified</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>First Aid Certified</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Some training</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Follows AZ law of 1 adult to 4 children</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Watches/cares for children</strong></td>
<td>☑</td>
</tr>
</tbody>
</table>
Developmentally Appropriate Practice (DAP)

Quality child care environments use Developmentally Appropriate Practices.

As the National Association for the Education of Young Children (NAEYC) defines it, Developmentally Appropriate Practice (DAP) is a set of guidelines for best practice in the care and education of young children age birth to eight. These guidelines are based on research of how young children develop and learn and in what is known about education effectiveness. The principles and guidelines outline practice that promotes young children's optimal learning and development.

The DAP framework is described in detail in NAEYC's book Position Statement on Developmentally Appropriate Practice (PDF) released in 2009. (Available at: www.naeyc.org)

The following excerpt is taken from www.naeyc.org/files/naeyc/file/positions/KeyMessages.pdf.

Overview of DAP:

1. **Knowledge must inform decisions:** An effective teacher begins by thinking about what children of the age and developmental status represented in that program's group are typically like. This knowledge provides a general idea of the activities, routines, interactions, and curriculum that should be effective. The teacher also must consider each child in that group, including looking at the child as an individual and within the context of that child's specific family, community, culture, linguistic norms, social group, past experience (including learning and behavior), and current circumstances. Only then can the teacher see those children as they are to make decisions that are developmentally appropriate for each of them.

2. **Goals must be challenging and achievable:** Meeting children where they are is essential, but no good teacher simply leaves them there. Keeping in mind desired outcomes and what is known about those children as a group and individually, the teacher plans experiences to promote the children's learning and development. Learning and development are most likely to occur when new experiences build on what a child already knows and is able to do and when those experiences also entail the child stretching a reasonable amount in acquiring new skills, abilities, or knowledge. After the child reaches that new level of mastery in skill or understanding, the effective teacher reflects on what goals should come next; and the cycle continues, advancing the child's learning in a developmentally appropriate way.

3. **Teaching must be intentional to be effective:** Good teachers are intentional in everything they do—setting up the classroom, planning curriculum, making use of various teaching strategies, assessing children, interacting with them, and working with their families. Intentional teachers are purposeful and thoughtful about the actions they take, and they direct their teaching toward the goals the program is trying to help children reach.

Excellent teachers translate the developmentally appropriate practice framework into high-quality experiences for children through the decisions they make. Such teaching is described in the DAP Position Statement in the form of "Guidelines for Developmentally Appropriate Practice" across five key aspects of the teacher's role:

- Creating a Caring Community of Learners
- Teaching to Enhance Development and Learning
- Planning Curriculum to Achieve Important Goals
- Assessing Children's Development and Learning
- Establishing Reciprocal Relationships with Families

These five aspects of every teacher's work are closely interrelated. Each is a vital part of what teachers and early childhood programs do to achieve key goals for children. None can be left out or shortchanged without seriously weakening the whole.
Ages and Stages
Quality child care environments observe children in settings and recognize where each child is in their development to provide appropriate environments, materials and activities.

Developmental Milestones found at www.azdes.gov/azeip.
All children progress along the developmental stages but each child reaches these stages in their own time.

3 Months
- Lifts head regularly when on tummy
- Makes cooing noises
- Quiets when spoken to
- Grasps objects placed in hand
- Begins to bat at objects

6 Months
- Sits with light support
- Babbles when alone or with someone
- Reaches for objects
- Holds objects with either hand
- Turns eyes and head toward sounds or voices
- Begins to crawl (moves around other than on hands and knees)

9 Months
- Sits without support
- Begins creeping (up on hands and knees)
- Imitates cough, bye-bye, hand clap, ma-ma
- Drops and looks for object
- Can find toy hidden under cloth
- Likes to dump out and pick up things

1 Year
- Pulls up to a standing position and cruises around furniture
- Begins to say ma-ma and da-da to refer to parents
- Finger feeds self solid food
- Follows a simple direction like “bring me the ball”
- Points to object she/he knows when asked “where is it?”
- Begins to use a spoon and hold a cup

1 ½ Years
- Walks well and runs
- Can push, pull, carry and lift objects
- Names SOME objects
- Can point to simple pictures
- Brings you an object she/he knows when asked

2 Years
- Walks up and down stairs, two feet on each step
- Can name more than three body parts
- Scribbles
- Stacks two to four objects
- Uses two-word sentences
- Enjoys doing things for self
- Gets easily frustrated
- Uses objects as they should be used

3 Years
- Uses three to five word sentences
- Sings simple songs
- Can jump in place
- Begins to ask questions
- Enjoys “pretend” play (for instance, pretending to be mom, dad, brothers and sisters)
- Can help brush teeth, wash hands, undress, etc.

4 Years
- Can use the toilet (with few accidents)
- Can balance on one foot, then the other
- Can name up to three colors
- Can retell parts of a familiar story
- Begins to play with other children rather than alongside them

5 Years
- Likes playground challenges
- Dresses self completely, including buttons, beginning to zip, tie
- Can play cooperatively with a small group of children
- Draws people in two parts – head and arms or legs
- Can tell parents about something that happened while they were gone
- Says number words to ten
**The Importance of Observing and Understanding**

**Developmental Delays in Young Children**

*Quality child care environments recognize the importance of early intervention.*

When recognizing possible delays, communicate and discuss observations with the family. Work together to find resources to support the child’s development.

---

**What is Early Intervention?**

Early Intervention is when professionals working in partnership with care providers, parents and families of children with special needs, to support their children’s growth, development, and learning. Early Intervention happens in places where children and families live, learn, and play; the families’ natural environments.

Research tells us that the first three years of a child’s life are critical years for learning. Quality early care and education have a long-lasting impact on how children develop. Especially during a child’s first three years, it is important to focus on a child’s developmental needs and take advantage of your child’s natural ability to learn.

---

**Resources:**

* Families should talk to their child’s pediatrician about observations
* Contact AzEIP at: [https://app.azdes.gov/azeip/familyinfo.asp?a=1](https://app.azdes.gov/azeip/familyinfo.asp?a=1) The Arizona Early Intervention Program, also known as AzEIP is a statewide system of supports and services for families of children, birth to three, with disabilities or developmental delays.
* Child Find (Arizona Department of Education) (928) 527-6182

The intent of Child Find is that all children birth through 21 with delays or disabilities are identified, located and evaluated to receive the supports and services they need. Public schools and the Arizona Early Intervention Program are responsible for "finding” eligible children and providing services needed for them to reach their developmental milestones or meet their educational needs. When children are "found,” they are referred to a specialist to screen their development. The screening helps "identify" any areas of concern that need to be evaluated further. In order to receive early intervention or special education services, a child must be evaluated to confirm they have a developmental delay or disability that falls under state definitions.

If needed, the child is evaluated using state criteria for specific delays or disabilities. If eligible, the Arizona Early Intervention Program or a public school system will offer early intervention or special education services according to the child's needs.
Positive Self Identity and Promoting Appreciation for Diversity

Quality child care environments recognize that social emotional development is the foundation for all other learning.

The following excerpt was taken from www.ade.az.us/earlychildhood/downloads/EarlyLearningStandards.pdf in the Social Studies Standard.

**Family Identity:** Children have awareness of their unique family heritage and composition.

Goals:

- Recognize family similarities/differences
- See themselves as members of a family
- Identify family members
- Describe family culture/traditions
- Shows knowledge of family members roles and responsibilities in home

Methods:

- Experiencing families’ cultural traditions, customs and celebrations
- Sharing and discussing their families
- Providing books that reflect diversity
- Providing books that reflect varying family compositions
- Posting family pictures or drawings of families
- Having family events/night
- Inviting family members as guests to share their culture/traditions with children
- Setting up a “house” area in dramatic play
- Providing diversity of clothing, food and cultural items in dramatic play
- Encouraging each child to have a chore or special role at home

**Diversity** – Recognizes that she or he lives in a place with many people, and that there are people and events in other parts of the world.

Goals:

- Recognize similarities and differences between people
- Awareness of people and their backgrounds
- Understanding that events occur outside their own families and their own environment
- Exposure to the culture of others
- Experiences of cultural and traditional events

Methods:

- Participation in their community
- Learning environment experiences
- Conversations with friends
- Experiences of cultural and traditional events

Examples:

- Recognizing people speak different languages
- Asks or talks about similarities and differences of people (eyes, hair, clothes, food, jobs)
- Discussing events happening in neighborhood or world
The Importance of Building Relationships with Children and Families in Child care Settings

Quality child care settings nurture positive, cooperative, loving relationships between families, caregivers and children.

Children, and all people, thrive in a web of friendship and love. They develop their view of the world by observing and imitating the relationships around them. A large body of research shows children need to be cared for by long term, stable adults who take the time to understand their emotions and needs as they develop their identity and a healthy sense of self. Children in care often get to know the providers extended family, as providers get to know the extended family of the child, creating a community of security, trust and cooperation between families, staff and children. Children do not divide time into “work time” and “home time” as most adults do. They see the setting as a whole.

What are the benefits?

- Children receive better care from staff and families that are responsive and emotionally attached to one another.
- Children see positive role models and adult team work daily.
- Creative exploration, playfulness and humor become natural, and rigid rules and herd-like monitoring seem less prevalent.
- Everyone learns there are many “right” ways to raise a child.
- Families feel they know the caretakers and feel safe leaving their children with someone they know and trust.
- Caregivers feel at home, try harder to make complex situations work and stay longer, creating continuity of care over a longer period of time.
- Everyone feels supported . . . the staff, directors, family, and children feel a sense of community.

Attitudes and Perceptions . . .

- Do you feel you know enough about attachment, or should you learn more about its importance for young children’s development?
- How much do you know about the other important people in the lives of children you care for?
- Are you able to form close, caring relationships with the parents of the children in your care?
- How do caregivers support children in the context of the family? For instance, are children permitted to bring things from home? Are photos of family members on hand for the children to look at? Can children call their parents during the day? What other means are used to support children’s relationships with their families?
- Do you need to make changes in staff scheduling so relationship priorities are put first?
Routines and Interactions

Quality child care environments recognize children need to trust adults that care for them and their peers and feel safe, with predictable yet flexible schedules.

What Children Learn Through Routines:

- **Physical Development/Health** - healthy meals and snacks in child sized portions, self feeding, setting the table, wiping the table, sweeping the floor, brushing teeth (as soon as child has a tooth!), and dressing
- **Social/Emotional Development** - greeting in the morning, meaningful conversations, choosing weather appropriate clothes, separating from primary caregiver
- **Cognition** - chores, sorting laundry, talking about numbers (houses, license plates, prices), using number concepts vocabulary (more, less, longer, shorter, heavier, lighter, faster, slower)
- **Language** - singing, labeling items in environment, meaningful conversations, reading aloud to your child daily, pointing out environmental print, having materials available to write on and with

Daily Schedule Should Include:

- Active and Quiet times
- Large, Small and Individual activity times
- Indoor and Outdoor play
- Time for children to select their own activities and for teacher-directed activities
- Allow 60 minutes of free choice
- Allow 45-60 minutes for outdoor play
- Schedule nap right after lunch
- Have quiet activities available after nap

Daily Routines Should Include:

- Reading at least one book daily to children
- Taking attendance
- Classroom jobs
- Large group time (short!)
- Choice: free to play in interest areas
- Small group activities (available)
- Outdoor play
- Music/Movement activity
- Meals
- Nap

Planning for Transitions:

- Give notice
- Allow sufficient time
- Give specific tasks
- Be clear and consistent
- Be flexible
- Use transitions as opportunities to teach

Adult-Child Interactions

- Build a relationship with each child
- Observe, observe, observe!
- Be sensitive to children’s feelings
- Validate children’s accomplishments and progress
- Help children to make friends - a classroom is not a community unless every child has at least one friend!
- Use group time to discuss issues affecting the group

Family Involvement

- Create a relationship with each family
- Communicate with families on a daily basis
- Use parents as resource to better understand their child/behaviors
- Involve families in behavior management strategies and follow through
Stimulating Language Development
Quality child care environments recognize the importance of emphasizing all forms of language including: facial expression, body language, oral language, singing, and written language. Language is key in developing social, emotional, and thinking skills which are the greatest predictors of school success.

Birth-6 months:
- Hearing sounds to develop listening skills (wind chimes, clocks, music, toys that make sounds)
- Talk to baby with normal inflection and tone using simple sentences
- Encourage eye contact
- Make a game of imitation (sounds and movements)
- Give the child interesting things to look at (bright pictures, mobiles)
- Offer objects of different sizes, shapes, colors and textures

6-12 months:
- Use child’s name frequently
- Listen to music
- Hold baby and dance to music
- Clap to music
- Sing and hum
- Draw baby’s attention to indoor and outdoor sounds. Help relate sounds to objects
- Name and talk about toys child’s playing with
- Make sounds that go along with objects (cars, trains, ducks)
- Play imitative games (peek a boo, patty cake, this little piggy)

12-18 months:
- Use self talk- talk about what you are doing, seeing, hearing or feeling at that moment
- Describe what your child is doing, seeing, hearing or feeling
- Build listening skills: use simple directions
  ** Follow the Leader
  ** Ring Around the Rosie
  ** Hide and Seek
- Model speaking in 2-3 word sentences
- Read simple story books
- Name things and talk about how they are alike and different
- Offer toys that child can handle easily (blocks, balls, pull toys)
- Offer puzzles (“turn it around”, “this fits here”, “upside down”)
18 months-2 years:
- Ask to follow 2 step directions
- Repeat words or phrases as you would want child to say them, but don’t criticize or correct child
- Go to new places (new vocabulary) (zoo, museum, airport, construction sites, children’s events, picnic or shopping)
- Talk about new places/events before you go, while you are there and when you return
- Toy telephones
- Use positional vocabulary (“in”, “on”, “next to”, “over there” or “by the big one”)
- Talk about what you are doing

2 years-3 years
- Play hiding games and give clues (“you’re close”, “wrong way”, “up high”) (helps with listening and following directions)
- Draw attention to sound (airplanes, leaves)
- Ask child questions
- Have conversations with child
- Read stories together (colorful pictures grab their attention)
- Simplify your sentences so child has a model
- Expand your child’s sentences and conversations
- Talk about similarities and differences
- Introduce more specific vocabulary (drink: milk, water, juice)
- Read every day!
- Listen to music
- Talk about the pictures in books
- Honor child’s request to read the same story many times
- While reading, leave blanks for children to fill in
- Play naming games (point at object then another person names-take turns)
- Have child “write” letters and mail them in pretend mailbox
- Finger-paint (shapes, how it feels, and what it looks like)

4 years-8 years
- Show children literacy’s function in their lives (real life purposes)
- Engage children in investigations on real topics
- Use their interests to create reasons to explore (how something works, caring for a pet)
- When activities come from child’s interests they will ask more questions
- Represent their findings
- Encourage children to work together in small groups
- Help children learn how language works (conversations, writing, interactions)
- Acknowledge expressions: gestures, talking, dancing, singing and acting out familiar routines
- Provide time and opportunities for children to use their literacy capabilities
- Creative projects
- Literacy related roles
- Participating in meaningful routines
# Make Time to Talk

Language Building Tips for **Home-Based Child Care Providers**

We know that it’s important to talk every day with each child, using the kind of talk that builds language and thinking skills. The phrase **MAKE TIME TO TALK** is to help you remember things you can do when talking to children to help them learn new words and how to use language to tell you their ideas and needs, and that helps them have fun with language.

<table>
<thead>
<tr>
<th><strong>M</strong></th>
<th>Mealtimes can be good times to talk with children.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>Ask questions that encourage the child to think—questions involving predicting things that might happen, using imagination, explaining why things happened in a particular way.</td>
</tr>
<tr>
<td><strong>K</strong></td>
<td>Kneel or squat to be able to have eye contact with the child.</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>Extend your conversation with the child. Conversations should go back and forth with each person responding to other speaker at least a few times.</td>
</tr>
<tr>
<td><strong>T</strong></td>
<td>Tell stories to the children and ask them to tell you stories about their families and lives.</td>
</tr>
<tr>
<td><strong>I</strong></td>
<td>Involve all of the children in the group in conversation every day. Talk with children about what they are making, ask about their play.</td>
</tr>
<tr>
<td><strong>M</strong></td>
<td>Make connections between themes, books the class has read, recent classroom activities, and children’s own play to help build children’s understanding of word meanings.</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>Expand on child’s language by repeating it with extensions (adding descriptive words, using any words correctly that child used incorrectly), adding to or building on child’s ideas.</td>
</tr>
<tr>
<td><strong>T</strong></td>
<td>Two-way conversations are best. The child should be doing at least half the talking.</td>
</tr>
<tr>
<td><strong>O</strong></td>
<td>One or more individual conversations with each child in the setting every day should be a goal.</td>
</tr>
<tr>
<td><strong>T</strong></td>
<td>Texts such as books, posters, newspapers, and magazines provide things to talk about with children. Read them together, asking questions and discussing them as you go along.</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>Act out stories with the children, re-using words from a book you read aloud with the children. Encourage them to retell the story with puppets, toys, and in their art.</td>
</tr>
<tr>
<td><strong>L</strong></td>
<td>Language should include rich, varied words that you want the child to learn to understand and use.</td>
</tr>
<tr>
<td><strong>K</strong></td>
<td>Keep the conversation going through questions and comments.</td>
</tr>
</tbody>
</table>

---

To place an order for free print copies or to download a PDF or HTML version of this sheet, please visit www.nifl.gov.

Make Time to Talk is based on the National Institute for Literacy publication Learning to Talk and Listen (2009), and the National Early Literacy Panel Report (2009). This publication was produced under National Institute for Literacy Contract No. ED-04-CO-0041 for RMC Research Corporation. The views expressed herein do not necessarily represent the policies of the National Institute for Literacy. No official endorsement by the National Institute for Literacy of any product, commodity, entity, or enterprise in this publication is intended or should be inferred.
Make Time to Talk
Language Building Tips for Center-Based Child Care Providers

We know that it’s important to talk every day with each child, using the kind of talk that builds language and thinking skills. The phrase **MAKE TIME TO TALK** is to help you remember things you can do when talking to children to help them learn new vocabulary and how to use language to express their ideas and needs, and that helps them have fun with language.

<table>
<thead>
<tr>
<th>M</th>
<th>Mealtimes can be good opportunities for individual and small group conversations with children.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Ask questions that encourage the child to think—questions involving analysis, prediction, imagining things that could happen.</td>
</tr>
<tr>
<td>K</td>
<td>Kneel or squat to be able to have eye contact with the child.</td>
</tr>
<tr>
<td>E</td>
<td>Extend your conversation with the child. Conversations should go back and forth with each person responding to other speaker at least a few times.</td>
</tr>
<tr>
<td>T</td>
<td>Themes help children understand and remember the meanings of new words, especially when you build activities around a theme.</td>
</tr>
<tr>
<td>I</td>
<td>Involve all of the children in the group in at least one individual conversation every day.</td>
</tr>
<tr>
<td>M</td>
<td>Make connections with books the class has read and recent classroom activities to help build meaning.</td>
</tr>
<tr>
<td>E</td>
<td>Expand on the child’s language by repeating it with extensions (adding descriptive words, using words correctly that child used incorrectly), adding to or building on the child’s ideas.</td>
</tr>
<tr>
<td>T</td>
<td>Two-way conversations mean that the child should be doing at least half the talking.</td>
</tr>
<tr>
<td>O</td>
<td>One or more individual conversations should take place with each child in the setting every day.</td>
</tr>
<tr>
<td>T</td>
<td>Texts, such as books, posters, newspapers, and magazines provide shared topics to talk about. Read them with the child, asking questions and discussing them as you go along.</td>
</tr>
<tr>
<td>L</td>
<td>Act out stories with the children, re-using words from the book you read aloud with the children.</td>
</tr>
<tr>
<td>K</td>
<td>Language should include rich, varied vocabulary in talking with the child that build on classroom themes and experiences.</td>
</tr>
<tr>
<td>K</td>
<td>Keep the conversation going through questions, expansions, comments.</td>
</tr>
</tbody>
</table>

To place an order for free print copies or to download a PDF or HTML version of this sheet, please visit www.nifl.gov.

Make Time to Talk is based on the National Institute for Literacy publication Learning to Talk and Listen (2009), and the National Early Literacy Panel Report (2009). This publication was produced under National Institute for Literacy Contract No. ED-04-CO-0041 for RMC Research Corporation. The views expressed herein do not necessarily represent the policies of the National Institute for Literacy. No official endorsement by the National Institute for Literacy of any product, commodity, entity, or enterprise in this publication is intended or should be inferred.
Learning Environments
Quality child care environments are child-centered and ready for active learning.

The following excerpt was taken from Creative Curriculum for Preschool, Fourth Edition.

What Does Your Classroom or Child Care Environment Convey?

This is a good place to be:
- Neutral colors on walls
- Bright colors used to highlight interest areas
- Furniture is clean and in good repair
- Wall decorations are made up of children’s work attractively displayed at their eye level
- Blank wall space so children are not overwhelmed

You belong here:
- Photographs of children and their families are displayed prominently/attractively at child’s eye level
- Each child has a cubby (labeled with their name and picture) to keep personal things
- Furniture is child-sized and in good repair
- Posters, books, and learning materials include people of different ethnic backgrounds, economic means and disabilities
- Children’s work is displayed at their eye level and protected
- Materials, equipment and furniture are adapted so that children with disabilities can be involved in all areas of the classroom
- Materials are reflective of the children’s home life and culture

This is a place you can trust:
- A well-defined schedule is displayed in words & pictures so children learn order of events for the day
- Consistency is provided in routines such as eating, napping and toileting
- Shelves are neat and uncluttered
- Materials are labeled so children can find what they need

You can do many things on your own and be independent:
- Materials are stored on low shelves, encouraging children to select and use materials
- Materials are logically organized and located in areas where they are to be used
- Shelves are labeled with pictures that show children where toys and materials belong
- Labels and printed material are in the home language of the children
- An illustrated job chart shows what each child’s responsibilities are
- Open spaces outdoors encourage children to use their bodies freely

You can be by yourself when you need to:
- Small, quiet area of the room accommodates one or two children
- There is a large pillow or stuffed chair in a quiet corner of the classroom
- There are headphones for one or two children to listen to music or stories

This is a safe place to explore and try out your ideas:
- There are defined areas for small group activities
- Smocks are available for art and sand/water play so children can express themselves without fear of getting dirty
- Block area is defined and protected from traffic so that children can build
- Outdoor area is fenced in and there is space protected from the sun
- Attractive displays of materials invite children to use them
- Toys are rotated frequently so there is always something new to interest children
Wall Displays

Quality child care environments understand the challenge for educators is to think beyond decorating and consider how walls can be used effectively as part of an educational environment that belongs to the children.

Questions to consider:
- What is the purpose of the materials I am putting on display? Who is it for? Children? Families? Other visitors?
- What image of a learner do the materials displayed convey?
- Does the display honor children’s work or has the work become simply decorative by being cut up into shapes contrived by an adult?
- How can the walls reflect the lives, families, cultures, and interest of the learner within?
- Do the posters invite participation and creative involvement or passive reception of information?
- What is the atmosphere of the classroom? How do the materials on display contribute to this atmosphere?
- What are the assumptions about how children learn, and how are these reflected by the classroom walls?

Critically Examine:
- The quality and quantity of commercial materials on walls
- Determine whether they actually contribute to children’s learning or whether they ultimately silence children
- We should respect children as active, curious learners with ideas to communicate

Displays should convey children’s ideas!
(Young Children on the web, May 2004)
**Developmentally Appropriate Materials & Toys**

*Quality child care environments consider the developmental level, skills, safety and interests of the children present in a well-supervised environment when choosing materials for the learning environment.*

### Two Year Olds:
- **Animals** (stuffed or plastic)
- **Balls**
- **Blocks** (large)
- **Books** (board books or cloth books)
- **Brushes for painting with water**
- **Cassette tape player**
- **Child-size car** (moves by pushing feet or pedals)
- **Play dough**
- **Crayons** (large size)
- **Dishes and cooking utensils** (unbreakable)
- **Dolls, doll bed, stroller, and doll clothing,**
- **Dress up box** (hats, gloves, scarves, shoes, & jewelry)
- **Easel and large paper**
- **Hand Puppets**
- **Jack-in-the-box**

**Musical instruments:** drum, gong, xylophone, bells
**Nesting boxes or cans**
**Paint, powder paint mixed with water** (non-toxic)
**Pets:** fish, rabbits, guinea pigs
**Rope and string**
**Sand box and sand toys** (scoop, pail, big spoons, sifter)
**Slide** (small, attached to climbing apparatus)
**Cleaning equipment** (broom, mop, dustpan, carpet sweeper)
**Table and chairs, child-size**
**Tricycle**
**Toys:** cars, planes, trucks, boats, trains, dump truck, telephone
**Kitchen toy appliances** (child-size sink, refrigerator, stove)
**Wagon**
**Wheelbarrow**
**Wooden beads,** large, with heavy string with metal tips

### Three Year Olds:
- **Balls,** varied sizes
- **Beanbags**
- **Blocks, smaller for building**
- **Boards for balancing, sliding, seesaw, bouncing**
- **Books, picture/story**
- **Building tools** (child-size hammer, large nails, soft wood)
- **Climbing apparatus** (jungle gym, boxes, slides, etc.)
- **Color manipulatives**
- **Colored paper**
- **Shape manipulatives**

**Felt pens** (water-based, non-toxic)
**Floor puzzles,** large size
**Fingerpaints**
**Materials for playing house and store**
**Musical instruments:** tambourine, castanets, triangle
**Poster paint in bright colors** (non-toxic)
**Rocking horse**
**Scissors, blunt**
**Sewing cards**

### Four Year Olds:
- **Board games, simple**
- **Bicycle with training wheels**
- **Camera** (toy)
- **Coloring books and art paper**
- **Cooking equipment** (toy pots & pans, play food)
- **Construction toys** (fit-together type)
- **Crayons** (more colors)
- **Doctor and/or nurse kit**
- **Dollhouse**
- **Flannel and felt board visuals**
- **Flashlight**
- **Garden tools, small**

**Jigsaw puzzles**
**Magnets**
**Miniature people, animals, vehicles, food**
**Paste, paper and materials** (beans, macaroni, etc.)
**Playhouse and/or tents**
**Ring toss game**
**Roller skates**
**Screwing or twisting toys**
**Seesaw**
**Toy sailboat** (things that float)
**Water-play materials**
**Workbench and small tools** (screwdriver, pliers, etc.)

### Five Year Olds:
- **Card games, simple**
- **Clay** (modeling; type that can be baked or fired)
- **Crafts, simple sewing, loop looms**
- **Dollhouses with miniature people and furniture**
- **Dolls with accessories**
- **Dress up costumes:** doctor, astronaut, carpenter, fireman, etc.
- **Jump/Skipping rope**

**Play setting toys** (farms, stores, gas stations)
**Scrapbook** (and things to paste in it)
**Science materials** (magnifying glass, stethoscope, bug catcher)
**Scooter**
**Stilts**
**Toy action heroes or soldiers**
**Kites/Pinwheels**
Learning Centers

Quality child care environments recognize the importance of children learning individually or in small groups and having a variety of materials available that address their interests and skills.

Quiet Centers: * Library/Writing * Art * Science/Discovery * Manipulatives (table toys)
Active Centers: * Dramatic Play * Sand & Water * Gross Motor (indoor/outdoor)
* Block Building * Music & Movement

Set Up
- Ensure all areas can be supervised by staff (from any position in classroom)
- Separate noisy and quiet areas
- The block, dramatic play and library are the largest proportionally
- Use furniture and shelves to clearly define each
- Well equipped and near needed resources (ex: outlets, doors, windows, sink, storage)
- Arrange to promote independence & involvement; separate children’s & teacher’s materials
- Display materials at a height accessible to children so they can see what choices are available; fosters decision making
- Incorporate a traffic pattern that keeps children from constantly interrupting each other and/or running

Managing Learning Centers
- Limit the number of children in each area (children work best in small groups)
- Label each area with words and pictures
- Represent how many children may be in each area at a time (velcro people, popsicle sticks with children’s names in pockets, clothespin clipped to clothing)
- Have dry erase waiting lists in each area
- Have timers available in popular areas
- Direct traffic patterns (tape on floor, arrows, footprints, shape or color patterns)

Promoting Clean Up:
- Give 5 minute warning…every time!
- Have a cleanup song
- Label storage baskets AND shelves
- Outline materials
- Assign who cleans up in what area
- Help them and direct their help
- Try to make it a game
- Have a “Clean Up Inspector”
- Encourage “teamwork”
- If having difficulty, discuss issue at a “circle time” discussion

Low Cost Materials for Learning Centers: Stock with donations from families or businesses

Art: (table, easel, near sink, floor protection) paint, paper, crayons, markers, chalk, scissors, glue, collage materials, clay, play dough, chalk, water color, crayons (single or bundled), cotton balls and clothespins, yogurt containers for paint, markers, yarn or ribbon, cut up swim noodles, gift boxes to hold paper for marble or spinning top painting, toy cars, paper bags, foil, cardboard, kitchen utensils, sponges, homemade play dough, cookie cutters, styrofoam stamps, nature items (twigs, feathers), shaving cream, rainbow crayons, tissue paper, recyclables, magazines, wallpaper samples, contact paper, nuts/bolts/wood scraps for prints, straws (blow painting), dish soap (bubble prints), combs (painting), dried flowers, ice cube painting, epsom salt and water (crystal prints), eye droppers, chopsticks, wrapping paper, cardboard pizza circles
Sand/Water: (near sink, protected floors, smocks available) water, sand, rice, cornstarch and water (oobleck), foam packing pieces, shredded paper, filing, floating, measuring, digging, sifting, cups, funnels, squirt bottles, basters, measuring tools, and kitchen items

Discovery/Science: nature items (rocks, shells, leaves, pinecones, bark), colored cellophane (color paddles), clear bottles, confetti, corn syrup (shake bottles), plastic bottle terrarium, children made weather/season charts, investigation charts/graphs, yarn (measurement), magnets and materials, block/ramps, plastic cups and seeds, snow/ice (melting), hermit crabs, earthworms, feely book or board, Ziploc squishy bags (shaving cream or gel), magnifying glasses, cause/effect (scales, magnets, color paddles), charts representing learning (graphs, charts, dictated responses)

Dramatic Play: donated work uniforms, donated kitchen items, donated cook books, child made murals, appliance boxes, thrift store purses/totes/ties/vesits/dress shirts/aprons/table cloth/coat rack, old phone, old phone book, old calendar, old magazines, broom/mop/dust pan, empty food containers, home like materials (stove, refrigerator, sink, kitchen “tools”), home like touches (rug, curtains, tablecloth), clothes for boys and girls hung on hooks, dolls representing various cultures

Blocks: (keep out of line of traffic), shoe boxes (blocks or train), styrofoam/golf tees/wooden spoons (hammering), variety of empty cans/containers/boxes/tubes, pint milk containers (houses, etc.), cardboard (homemade game boards), hardwood blocks available, props (animals, signs, vehicles and people) available

Manipulatives/Fine Motor Activities: (table, rug space, meet a variety of ability levels), cereal box or magazine/cardboard puzzles, buttons, keys, bottle caps, milk caps, beads and yarn, cotton balls, stuffed shoe, thrift store child’s vest or shirt (buttons, snaps, zip), egg carton (sorting), fishing net or jewelry gift boxes/elastics/ribbon for weaving, styrofoam cups or trays and yarn for “sewing,”-stickers/cardboard (lotto, matching, wipe off matching), magazine pictures/file folders (sorting game), 8x8 wood piece/hammered nails/elastic (geo-boards), collectibles (bottle caps, buttons, keys and lids), cooperative games (lotto, matching and board games)

Library/Writing: (away from blocks and dramatic play), books facing outward for children to see covers, several books available for each child in the class, child or class made books, library, literacy kits, thrift store-stuffed animals/pillows, cardboard covers in flannel (flannel board), glove (finger puppets), literacy props (flannel boards, puppets/stand), tape player with story and music tapes, variety of paper (cards, notepaper, letter size paper, junk mail), envelopes, writing tools, “word cards” (for 4-5 year olds), rulers, pens, pencils, hole punch, small stapler, child junk mail, envelopes, dry erase boards or laminated paper, index cards with children’s name and pictures/ alphabet/numbers/ addresses/phone numbers

Outdoors: Bring water, first aid kit, blue cards and attendance chart outside with you! Have group games and free play. Soft-fall material under swings and climbers, sunny and shady areas, paved surface available, area for digging
Materials: boxes, hoola hoops, pails, shovels, balls, children made traffic signs, sheet (parachute), socks and rice (bean bags), crepe paper/popsicle sticks (streamers), coat hanger/nylon (racket), yardsticks and sheet (game net), liter jug/string/ball (catch toy), boxes (crawl through)

Music/Movement: oatmeal containers (drums), kleenex box/elastic/paper towel roll (guitar), toilet paper rolls (horns or kazoo), round cardboard lids/colored tape/pencil (twirling drum), coat hanger and anything (wind chime), plastic bottle/rice or lentils (shaker), paper plate and rice (tambourine), saucepan lids (cymbals), balloon/paper mache/rice (maracas), hose and funnel (horn) crepe paper and plastic top streamers, texture rubbings, old cards, paper plates, computer printout paper, thrift store scarves, copies of tapes/cds from parents homes, tape children singing
## Sample Infant (birth- 12mos) Lesson Plan
*Quality child care environments plan for children’s learning.*

<table>
<thead>
<tr>
<th>Name of child #1:</th>
<th>Name of child #2:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current information:</strong></td>
<td><strong>Current information:</strong></td>
</tr>
<tr>
<td>Beginning to be more mobile. Babbling to teachers</td>
<td>Can pull self up Waves bye-bye</td>
</tr>
<tr>
<td><strong>Activity to support developmental goal:</strong></td>
<td><strong>Activity to support developmental goal:</strong></td>
</tr>
<tr>
<td>Encourage to crawl across classroom</td>
<td>Use gestures to communicate with child and encourage child to respond with words or signs Teach to use nice touches with peers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of child #3:</th>
<th>Name of child #4:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current information:</strong></td>
<td><strong>Current information:</strong></td>
</tr>
<tr>
<td>Most of the time separates from mom without crying</td>
<td>Likes to sit in Bumbo and look at self in mirror</td>
</tr>
<tr>
<td><strong>Activity to support developmental goal:</strong></td>
<td><strong>Activity to support developmental goal:</strong></td>
</tr>
<tr>
<td>Help to feel safe in his classroom by engaging him with classroom materials</td>
<td>Tummy time to strengthen core muscles that support child in sitting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of child #5:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Information:</strong></td>
</tr>
<tr>
<td>Sits with book and turns pages</td>
</tr>
<tr>
<td><strong>Activity to support developmental goal:</strong></td>
</tr>
<tr>
<td>Look at child’s favorite book with them and point to and label pictures</td>
</tr>
</tbody>
</table>

**Current information includes:** new accomplishments, likes, dislikes, family news, and special needs

Taken from Teaching Strategies, Inc  [www.TeachingStrategies.com](http://www.TeachingStrategies.com)
Lesson plan ideas taken from Flagstaff Early Head Start
Sample Lesson Plan for 1 Year Old
Quality child care environments plan for children’s learning.

Week Of:
Goals: 1) Regulate own behavior 2) Demonstrate basic fine motor skills

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Circle/Group</strong></td>
<td>Ring Around the Rosie</td>
<td>Surprise box-Feel what’s inside</td>
<td>Where’s your nose?</td>
<td>Chanting or singing words</td>
<td>Rolling balls: Sensory ball</td>
</tr>
<tr>
<td><strong>Book and Author</strong></td>
<td>Bear Hunt</td>
<td>Dance Baby Dance</td>
<td>Big Red Barn</td>
<td>Mother Goose Rhymes</td>
<td>Three Bears with puppets</td>
</tr>
<tr>
<td><strong>Music/Movement</strong></td>
<td>Count steps</td>
<td>Dance with your partner</td>
<td>Freeze songs</td>
<td>Row, Row, Row Your Boat</td>
<td>Finger play songs: Five Silly Monkeys</td>
</tr>
<tr>
<td><strong>Gross Motor</strong></td>
<td>Walk around class and playground</td>
<td>Catch a ball</td>
<td>Throw ball in basket</td>
<td>Stop and Go</td>
<td>Pedal a Bike</td>
</tr>
<tr>
<td><strong>Small group</strong></td>
<td>Clean up with puppets</td>
<td>Puzzles</td>
<td>Play dough</td>
<td>Stacking blocks</td>
<td>Easel painting</td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td>Chalk Crayons</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science/Discovery</strong></td>
<td>Bake play dough</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Blocks</strong></td>
<td>Star builders</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Library/Literacy</strong></td>
<td></td>
<td></td>
<td></td>
<td>Teach to learn words and/or signs for wants</td>
<td>Crayons</td>
</tr>
<tr>
<td><strong>Sand/Water</strong></td>
<td>Make marks in wet sand</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dramatic Play</strong></td>
<td>Animal masks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Manipulative</strong></td>
<td>Bead Pops Puzzles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Special Activity:</strong></td>
<td>(Special guest, Nutrition project, Field trip, Parent Night, Celebration)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample lesson plan weekly ideas taken from Flagstaff Early Head Start lesson plan, August 9-13, 2010.
Sample Two Year Old Lesson Plan
Quality child care environments plan for children’s learning.

Week Of:
Goals: 1) To learn about self and others  2) Play with other children
       3) Learns to be a member of a group

<table>
<thead>
<tr>
<th>Circle/Group</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Blowing feather across table top</td>
<td>Hickey, Pickity Bubble Bee</td>
<td>Number sort games</td>
<td>Silly Nilly words</td>
<td>Pegboard birthday cakes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Book and Author</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hop on Pop</td>
<td>When I Feel Angry</td>
<td>Good Night Moon</td>
<td>Good Night Moon Flannel Board Story</td>
<td>Green Eggs and Ham</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Music/ Movement</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sway left and right</td>
<td>Rock a bye baby</td>
<td>Scarves with “Big Rock Candy Mountain” CD</td>
<td>Name Game song</td>
<td>Freeze</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gross Motor</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bubbles</td>
<td>Alphabet Animal Stretches</td>
<td>Ice Cubes with spoons</td>
<td>Measuring sand</td>
<td>Follow the Leader</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Small group</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Markers on paper plates</td>
<td>Counting buttons</td>
<td>ABC pegboards</td>
<td>String Art</td>
<td>Color pencil pictures</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Art</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watercolors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science/Discovery</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keys and Key rings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Blocks</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color blocks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Library/ Writing</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABC Pegboards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sand/Water</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tools: sifter, shovel, pail, rake</td>
<td>Dramatic Play</td>
<td>Manipulative</td>
<td>Special Activity: (Special guest, Nutrition project, Field trip, Parent Night, Celebration)</td>
<td>Children set table</td>
<td></td>
</tr>
<tr>
<td>Babies</td>
<td>Fishing</td>
<td>Lacing beads</td>
<td>Barrel of Monkeys</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample lesson plan weekly ideas taken from Flagstaff Early Head Start lesson plan, August 9-13, 2010.
Sample Three – Five Year Old Lesson Plan
Quality child care environments plan for children’s learning.

Week Of:
Goals: Learn About Dinosaurs

Lesson Plan

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle/Group</td>
<td>What do we know about dinosaurs?</td>
<td>Graph which dinosaur you like</td>
<td>Things that start with “D” like dinosaur</td>
<td>Sort dinosaurs by plant eater &amp; meat eater</td>
<td>What have we learned about dinosaurs?</td>
</tr>
<tr>
<td>Book and Author</td>
<td>The Berenstain Bears &amp; the Missing Dinosaur Bone by Stan &amp; Jan Berenstain</td>
<td>Dinosaurs by Grace Maccarone</td>
<td>Patrick’s Dinosaurs by Carol Carrick</td>
<td>Dinosaur Roar by Paul &amp; Henrietta Strickland</td>
<td>How Do Dinosaurs Eat Their Food? By Jane Yolen</td>
</tr>
<tr>
<td>Music/ Movement</td>
<td>Act out “Five Funny Dinosaurs”</td>
<td>Sing “Tyrannosaurus Rex My Dear”</td>
<td>Sing “Little Stegosaurus”</td>
<td>Sing “If You’re a Dinosaur &amp; You Know It Roar Out Loud”</td>
<td>Sing “Dinosaurs”</td>
</tr>
<tr>
<td>Outdoors</td>
<td>Dinosaur Dig for buried Dinosaur Bones in Sand Box</td>
<td>Dinosaur Dig for buried Dinosaur Bones in Sand Box</td>
<td>Dinosaur Dig for buried Dinosaur Bones in Sand Box</td>
<td>Dinosaur Dig for buried Dinosaur Bones in Sand Box</td>
<td>Dinosaur Dig for buried Dinosaur Bones in Sand Box</td>
</tr>
<tr>
<td>Small group</td>
<td>Dinosaur card matching game</td>
<td>Dinosaur Patterning</td>
<td>Match lowercase and uppercase labeled dinosaurs</td>
<td>Counting Dinosaurs</td>
<td>Match mother dinosaurs with their babies</td>
</tr>
<tr>
<td>Art</td>
<td>• Create dinosaur fossils with play dough &amp; toy dinosaurs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Create dinosaurs out of construction paper shapes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Decorate a dinosaur mask</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science/Discovery</td>
<td>• Have archeologist equipment in science area</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blocks</td>
<td>• Put toy dinosaurs in the block area for children to build volcanoes and other things for the dinosaurs to climb on</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library/ Writing</td>
<td>• Have the children dictate a story about what they would do if they found a dinosaur foot print. Have them draw a picture to go with the story.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sand/Water</td>
<td>• Dig for dinosaur bones in sand. Use tweezers to pull them out and paint brushes to brush off the sand</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dramatic Play</td>
<td>• Put on a play with dinosaur puppets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Have safari hats in dress up area</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manipulative</td>
<td>• Use small plastic dinosaurs in the play dough center</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Activity:</td>
<td>• Have Dinosaur Tom as a guest speaker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Take a field trip to the Museum of Northern Arizona</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Preschool lesson plan ideas provided by Michelle Despain at Acorn Preschool.
Three – Five Year Old Lesson Plan Template
(Make copies of this template to create your own lesson plans.)

Week Of:
Goals:

Lesson Plan

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle/Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book and Author</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music/ Movement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outdoors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science/Discovery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blocks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library/ Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sand/Water</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dramatic Play</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manipulative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Activity:</td>
<td>Special guest, Nutrition project, Field trip, Parent Night, Celebration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Planning Support Resources

Science Activities:
www.peepandthebigwideworld.org

Literacy Activities and Resources:
www.rif.org
www.rorarizona.org

Literacy Resources (books, story tapes, story hours, story call-in lines, PALS Mobile, thematic book boxes):

- Flagstaff City-Coconino County Public Library
  300 West Aspen Avenue
  Flagstaff, AZ 86001
  779-7671

- East Flagstaff Community Library
  3000 N. Fourth Street, Suite 5
  Flagstaff, AZ 86004
  774-8434

All areas of development and planning:
Association for Supportive Child Care (ASCC) - Early Childhood Coach, Curriculum Books, Videos,
2708 N. Fourth Street, Suite C-1
Flagstaff, AZ 86004
714-1716

Learning Totes and Literacy Kits
Northern Arizona University (NAU) Curriculum Lab- Resource books and curriculum materials
Knolls Dr., Bldg. #27
Flagstaff, AZ 86001
523-2611

E Resources:
www.abcteach.com: lesson ideas, activities (color pages not recommended)
www.kidzone.ws/prek_wrksht/index.htm: games (worksheets and tracing pages not recommended)
www.childfun.com: recipes, art projects, lesson ideas
www.preschoolbystormie.com: lesson ideas
www.flagparents.com: your single resource to find out everything related to kids in Flagstaff!
www.teachingstrategies.com: learn about the Creative Curriculum and purchase materials
Field Trips
Quality child care environments help children expand their view of the world through a variety of experiences.

Use the form below to get parents involved in your classroom and expose children to experiences beyond the child care environment.

Come Share What You Enjoy!

We would love to have you come and share what is meaningful to you. Please tell us what interests and hobbies you have that you would like to share with us.

Name: _____________________________________________
Phone: _____________________________________________
Email: _____________________________________________

The following days are best for me:

___ Monday   ___ Tuesday   ___ Wednesday   ___ Thursday   ___ Friday

This time works best for me:

I can share the following… List anything that you enjoy that would be fun to share and appropriate for young children. Ideas might be cooking, sewing, basketball, sports, photography, crafts, board games, science activities, singing, dress up, sign language, story telling, musical instrument(s) you play, your job, your culture, a family event, etc.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Some Great Ideas for Field Trips Without Leaving the Classroom/Home

Fire Department – Have the fire department bring their fire truck by and talk to your group about fire safety. (779-7688)

Kindermusik – Children ages 0-7 experience music through movement, singing and instruments. (779-2814)

PALS Mobile – The PALS mobile visits child care centers in Flagstaff. Aboard the PALS mobile children can check out books and enjoy a story time presentation at their child care center. (779-7685 ext. 7412)

The Tooth Fairy – Coconino County has a tooth fairy that will come to your home or center to teach your group about dental hygiene. Call Jenny Garcia at 214-7080.

Tippy Toes - Children's creative dance for ages 3-7. Call for class days and times. (607-1377)

Some Great Places to go for a Field Trip (look for locations within walking distance to visit)

- Flagstaff Public Library – Youth ages birth through 18 years, parents, caregivers, and educators will find a variety of materials and services available to them at both library locations. www.flagstaffpubliclibrary.com

- Willow Bend - Willow Bend is a nonprofit environmental education center sponsored by the Coconino Natural Resource Conservation District. Their purpose is to nurture a sense of place through hands-on education programs. They provide education outreach services that build environmental awareness and an ethic of responsible stewardship of our natural and cultural resources. www.willowbendcenter.org
Positive Guidance

Quality child care environments recognize the importance of validating children’s feelings and teaching them new ways to express strong emotions. They understand that behavior is a form of communication.

“It is helpful to keep in mind that difficult children have great difficulties. They bring them to school, and they create more for themselves wherever they go. Because no one wants to be unhappy, it is our responsibility to try to help these unfortunate children, not to escalate punishment.” (Young Children, July 1998)

"When I was about twenty years old, I met an old pastor's wife who told me that when she was young and had her first child, she didn't believe in striking children, although spanking kids with a switch pulled from a tree was standard punishment at the time. But one day when her son was four or five, he did something that she felt warranted a spanking—the first in his life. And she told him that he would have to go outside and find a switch for her to hit him with. The boy was gone a long time. And when he finally came back in, he was crying. He said to her, "Mama, I couldn't find a switch, but here's a rock that you can throw at me." All of a sudden the mother understood how the situation felt from the child's point of view: that if my mother wants to hurt me, then it makes no difference what she does it with; she might as well do it with a stone. The mother took the boy onto her lap and they both cried. Then she laid the rock on a shelf in the kitchen to remind herself forever: never violence. Because violence begins in the nursery - one can raise children into violence." Mothering.com, attributed to Astrid Lindgren, author of Pippi Longstockings

Guidance Styles

Permissive: Allow the child to behave without boundaries
Authoritarian: Adult responds to behavior with punishment rather than the goal of teaching new behaviors
Authoritative: Recognizes it is the adult’s role to keep a child safe as well as the importance of understanding the child’s perspective. Recognizes the goal is to teach children new skills when expressing emotions and resolving conflicts.

Why authoritative is the best style:
- Adults discuss and set clear expectations with child as well as consequences
- Adults constantly model appropriate behavior
- After a situation has calmed, adults have a discussion with child on what happened, how the child was feeling and validates those feelings.
- Tools and choices are also offered. During the discussion, validate feeling and discuss possible alternative ways to express emotion or solve conflict.
- Follow through with consequences after repeated discussions and choices
- Remember to praise the child for acting in an appropriate manner. Be specific. “I like the way you put all your toys away so they are safe and we can find them. Thank you.”

<table>
<thead>
<tr>
<th>AGE/STAGES</th>
<th>TYPICAL BEHAVIORS</th>
<th>What Adults Can Do: Remain Calm!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toddlers</td>
<td>● Tantrums</td>
<td>● Allow time for child to calm self in a safe environment</td>
</tr>
<tr>
<td></td>
<td>● Terrible Twos - &quot;No!&quot; being the most used word</td>
<td>● Redirect to another activity</td>
</tr>
<tr>
<td></td>
<td>● Emerging independence</td>
<td>● Show alternatives to biting or hitting</td>
</tr>
<tr>
<td></td>
<td>● Bites or hits</td>
<td></td>
</tr>
<tr>
<td>Preschoolers</td>
<td>● Tests limits</td>
<td>● Celebrate their growth</td>
</tr>
<tr>
<td></td>
<td>● Asks &quot;Why?&quot; a lot</td>
<td>● Help them create boundaries</td>
</tr>
<tr>
<td></td>
<td>● May tell lies, steal or argue</td>
<td></td>
</tr>
<tr>
<td>Young School-Age</td>
<td>● Stubborn, refuses to do something</td>
<td>● Offer choices and discuss consequences</td>
</tr>
<tr>
<td>Children</td>
<td>● Bossy, likes to be in control</td>
<td>● Create boundaries together</td>
</tr>
<tr>
<td></td>
<td>● Does not like criticism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Still emerging independence - wants things own way</td>
<td></td>
</tr>
</tbody>
</table>
Arizona Early Learning Standards

Quality child care environments know the early learning standards and use them in their planning.

The Arizona Early Learning Standards have been developed to provide a framework for the planning of quality learning experiences for all children three to five years of age. The standards cover a broad range of skill development and provide a useful instructional foundation for children from diverse backgrounds and with diverse abilities. The standards are intended for use by all those who work with young children in any early care and education setting in urban, rural and tribal communities.

Every Child:

- Is a unique, complex learner;
- Is a social being who learns through the development of relationships with peers and adults;
- Is entitled to learning environments that support optimal development of the whole child;
- Is entitled to opportunities to learn through active exploration;
- Learns through child-initiated, child-directed, teacher supported play.

Arizona Early Learning Standards include:

- Social/Emotional Standard
- Language and Literacy Standard
- Math Standard
- Science Standard
- Social Studies Standard
- Physical Development, Health and Safety Standard
- Fine Arts Standard

The Arizona Early Learning Standards can be reviewed and/or downloaded at Arizona Department of Education’s website under “other learning standards.” To learn more about the Arizona Early Learning Standards visit the website at [www.azed.gov/earlychildhood/downloads/EarlyLearningStandards.pdf](http://www.azed.gov/earlychildhood/downloads/EarlyLearningStandards.pdf) or contact:

Early Childhood Education
Arizona Department of Education
1535 W. Jefferson Street, Bin #15
Phoenix, AZ 85007
Tel: (602) 364-1530
Fax: (602) 542-2727

Amy Coriveau, Deputy Associate Superintendent

Copies available for check out at: Association for Supportive Child Care at 714-1716.
Observing Children’s Skills and Growth

Quality child care environments monitor children’s growth, development and learning, individually or as a group, and use the information to guide planning and decision making daily, and over time.

A Quality assessment process . . .

- will yield similar results if repeated or if done by different people
- gives each child, regardless of that child’s experience, status, or background, as good a chance as any other child to show what he or she knows and can do
- is valid when it measures what we want to measure
- requires us to collect enough samples to capture the whole of what a child knows or can do
- is sensitive to a child’s culture, language, ethnic and social differences as well as the physical setting where the assessment occurs, the people involved and the type of activity. Children are likely to perform to the best of their ability in a familiar setting, with known and trusted adults, in an activity that meshes with the child’s own interests and desires
- respects the confidentiality of the information, and does not use the information to label children—as “hyper,” “shy,” “overachiever,” “Aspergers.” Children with differing abilities are better served by keeping focused on what they can do

What to Assess?

Young children are complex, fascinating beings, offering many interesting things to study, but it is important to assess two aspects of development and learning:

1.) the expected outcomes from our teaching and the daily program
2.) the major child growth and development domains –

- **Social/emotional** – a child’s ability to relate to others, resolve conflicts, cooperate, a child’s attitude toward things, their interests, ability to regulate behavior, pay attention, focus, willingness to try new things, self confidence and knowledge of right and wrong
- **Intellectual** – a child’s ability to think about and talk about the world around them, their ability to solve problems, their curiosity and questions, and the complexity of their play
- **Physical** – a child’s overall health, large and fine muscle development, strength, balance, stamina to run, play, jump and climb
- **Language** – a child’s facial expression, body language, oral language, written language
When to Assess?

Day by day, at the beginning of a new school year or program cycle, before conferences, before and after a special project or theme, as needed to address a problem or concern.

How to Assess?

Observation is the easiest and best way for anyone to assess children. We do it as parents, grandparents, family members, teachers, and child care providers of all types. Writing and thinking about what we observe in the main developmental areas can be done in a variety of ways, but it is important that we choose a way that works for us. Just wonder and ask questions, watch, listen and take notes, reflect and respond to what you see and hear. Some ideas for collecting information are:

- writing brief notes about a child on post it notes, index cards or writing on mailing labels to stick in a portfolio later can be useful for writing out how a child solves a problem or the way they interact with others
- writing daily notes on a calendar or writing on pieces of masking tape for filing later can be useful and quick
- tape recorders can be used for interviewing a child, or for dictating your own observations, but these need to be typed out later

Still and video cameras are great for documenting children in action.

Using what we have learned . . .

Caregivers can use the information they have gathered to:

- change the playroom or classroom to better serve the children’s needs
- help plan daily routines that fit the children’s needs and change as the children grow
- help build and strengthen positive relationships between children and others
- follow a child’s interests and learning, and build upon them

In closing . . .

Making time to observe children daily, weekly, and on a regular basis, helps us to get to know, respect and appreciate children, and opens avenues for us to find even more ways to support them in becoming successful learners.
**Quick Observation Forms** - Reproduce the forms below and use when observing children.

### Infants & Toddlers

<table>
<thead>
<tr>
<th>Quick Observation</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Time:</td>
</tr>
</tbody>
</table>

**Child Observed During:** (circle one)

- Arrival
- Circle Time
- Playground
- Art
- Lunch
- Rest Time
- Bathroom
- Departure
- Mangipulative Area
- Snack
- Center Time
- Story Time

Observation:

Comments:

Observed by:

---

### Two to Five-Year-Olds

<table>
<thead>
<tr>
<th>Quick Observation</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Time:</td>
</tr>
</tbody>
</table>

**Child Observed During:** (circle one)

- Arrival
- Circle Time
- Playground
- Art
- Lunch
- Quiet Time
- Bathroom
- Center Time
- Story Time
- Other:
- Manipulative Area
- Snack
- Transition in Classroom
- Transition Outside of Classroom

Observation:

Comments:

Observed by:
# Progress Checklist - Infants

Child’s Name: ___________________________  Birth Date: ____________________
Caregiver’s Name: ______________________  Today’s Date: ________________

## Skills at 3 Months

<table>
<thead>
<tr>
<th>Skill</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifts head and shoulders while on tummy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responds to sounds by turning head</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gurgles and coos</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes eye contact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows objects with eyes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smiles and laughs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes parents and caregivers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bears weight on legs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stretches legs out &amp; kicks while on tummy or back</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bats at dangling objects</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Skills at 9 Months

<table>
<thead>
<tr>
<th>Skill</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeats syllables (ma-ma-ma)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passes objects from one hand to the other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Sweeps” hand to pick up an object</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waves good-bye</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grasps objects between thumb and first finger</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crawls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stands with support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bangs object to make sound</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responds to his/her first name</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Skills at 6 Months

<table>
<thead>
<tr>
<th>Skill</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holds head steadily</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turns over (eventually in both directions)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grasps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Releases objects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plays with own hands and feet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responds to talk with cooing and babbling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reaches for objects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mouths objects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sits without support</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Skills at 12 Months

<table>
<thead>
<tr>
<th>Skill</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes sounds that are like words (may say words to name objects and people)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explores while “cruising” (walking while holding onto furniture)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands “no”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puts objects in a container and pours them out</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plays infant games (peek-a-boo)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stands alone or takes a few steps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands and follows simple instructions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can finger feed himself or herself</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pokes things with index finger</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drops things to see what happens</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
## Progress Checklist – One and Two-Year-Olds

**Child’s Name:** _________________________________  **Birth Date:** __________________

**Caregiver’s Name:** ________________________________  **Today’s Date:** ________________

<table>
<thead>
<tr>
<th>Language &amp; Cognitive Skills</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses phrases of two words or more</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responds to instructions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses “No!” &amp; “Mine!”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands at least 200 words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points and names objects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows multi-step directions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talks about self</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks, “Why?”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaks clearly most of the time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses pronouns correctly especially “I”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sings songs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talks about how to use an object</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates understanding of position words</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gross Motor Skills</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walks well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holds out arms or legs to “help” get dressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rolls a ball back and forth to someone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pushes and pulls a toy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Climbs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stoops and picks up objects from floor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>without falling down</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walks up and down stairs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Runs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can kick a large stationary ball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balances on one foot</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social &amp; Emotional Skills</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expresses food preferences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Throws a tantrum when frustrated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses objects like a phone, broom, or doll for dramatic play</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is aware of gender differences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plays side-by-side with friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plays with friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can show feelings on command (happy, sad, silly)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fine Motor Skills</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drinks from a cup</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puts on an article of clothing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stacks blocks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turns pages of a book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scribbles with a crayon or pencil</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
# Progress Checklist - Three to Five-Year-Olds

Child’s Name: ____________________________  Birth Date: __________________________
Caregiver’s Name: ________________________  Today’s Date: ________________

## Language & Cognitive Skills

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carries on a conversation with another person</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows 3-step directions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaks clearly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listens carefully</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can recall a simple story</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assists in cleanup</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can stay focused for an appropriate length of time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes and names eight basic colors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes own name in print</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can identify 10 letters in isolation, especially those in own name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Says the alphabet in order</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can identify several numerals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can count up to 10 by rote</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can identify sets of 3+ objects without counting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can name basic shapes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates understanding of directionality and position of objects (on top, under, beside, etc)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies letters in environmental print</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads independently</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Gross Motor Skills

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walks well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Runs well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gallops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skips</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walks backwards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jumps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can stop abruptly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sits still in a chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walks up and down stairs by alternating feet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Throws a ball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can bounce a ball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opens &amp; closes doors easily</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pumps legs with swinging</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catches a ball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can transition between motor skills (i.e. running and jumping)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Social & Emotional Skills

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies own gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Separates from parents easily</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refrains from tantrums</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solves simple problems independently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plays well in small groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plays well independently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows self-discipline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes turns and shares</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses materials respectfully</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Fine Motor Skills

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dresses self</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buttons, zips, snaps, clothing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses scissors correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writes own name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draws simple shapes or pictures</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
Effects of Electronic Media on Children

Quality child care environments limit television, computers and video games to little or none because they understand that a child’s brain develops through play and interactions with others.

Research shows that the human brain completes the majority of its development between the first 18 to 24 months of life in response to environmental stimuli. Stimuli that optimize the development of brain architecture include:

- interaction with parents and others
- manipulation of environmental elements like blocks or sand
- creative, problem-solving activities

Screen media do not perform any of these functions. Therefore, the American Academy of Pediatrics (AAP) state that the risks of infants using media outweigh the benefits and recommend against screen media use for children zero to three years of age.

Due to research linking media exposure to a variety of health risks from obesity to violent behavior the AAP also recommend that children three years of age and older be limited to one to two hours of electronic entertainment per day (American Academy of Pediatrics, 1999).

Reminder: total recommended screen time includes both home and school environments combined.

Research demonstrates that children can learn specific, novel behaviors from television.

**Negative effects:**
- Media violence contributes to anxiety, desensitization, and increased aggression.
- Among very young children, violent media have been shown to elicit fear responses that are long lasting, linked to Post Traumatic Stress Disorder (PTSD) symptoms, and can occur after one exposure.
- Child health professionals and parents are concerned about the proliferation of child-targeted advertising for high sugar, salt and fat containing snack foods.

**Positive effects:**
- The positive influences of age-appropriate, curriculum-based educational television on children’s cognitive abilities and school readiness have been well documented (Sesame Street, Blue’s Clues and Dora the Explorer).
- Longitudinal research has shown that appropriate educational television (Sesame Street, Blue’s Clues and Dora the Explorer) teaches young children the skills necessary for immediate and long term school success.

Six prominent medical groups (American Academy of Pediatrics, American Academy of Child & Adolescent Psychiatry, American Psychological Association, American Medical Association, American Academy of Family Physicians and the American Psychiatric Association) warn of these effects of media violence on children:

- Children will increase in anti-social and aggressive behavior.
- Children may become less sensitive to violence and those who suffer from violence.
- Children may view the world as violent and mean, becoming fearful of being a victim of violence.
- Children will desire to see more violence in entertainment and real life.
- Children will view violence as an acceptable way to settle conflicts.

Television programming can be controlled on most TV’s, whether it is using V-chips, cable, or satellite controls. For more information regarding how to set up controls or to learn more about ratings, see the National Institute on Media and the Family’s Parent Guides (Parent Ratings and MediaWise Parent Controls Guide).
CPR/First Aid Certification

Quality child care environments are prepared to handle emergency health situations.

Current Child and Infant CPR/First Aid Certification indicates a child care provider has met the requirements to provide emergency lifesaving techniques in CPR, choking and rescue breathing and has learned skills to deal with first aid issues such as bleeding and burns. Infant CPR certification applies to infants 0-1 year of age. Child CPR certification applies to children 1-12 years of age. Certification classes should include opportunities to practice physical skills on mannequins and require proficiency on physical skills and a written test. Certification has an expiration date. Caregivers should maintain current certification. Caregivers should be prepared to show proof of current certification.

American Red Cross  779-5494  963 W Rte 66
www.arizonaredcross.org (click on Coconino County)

FUSD Family Resource Center  774-1103  $10.00

Heath Management Consulting  773-0093

Northern Arizona Healthcare Training Center  773-2491

Fingerittinging

Quality child care environments ensure the safety of children by ensuring all child care providers are background checked and possess a current fingerprint clearance card.

Background checking of all adults in the child care environment is required in certified, licensed and regulated settings. Non-regulated child care providers may also submit their fingerprints for local and FBI background checking through the Arizona Department of Health Services. The current cost of processing fingerprints through Department of Health Services is $69.00 and the process may take up to several weeks or months. Contact the Association for Supportive Child Care at 714-1716 for information about the process for getting fingerprinted.
Types of Regulation

Quality child care environments make the effort to become regulated and maintain regulation, involving some level of outside monitoring, meeting health and safety requirements and agreeing to stay within a recommended adult to child ratio.

Child Care Home Registry through CCR&R

In-home child care homes may be listed with the Arizona Child Care Resource and Referral (CCRR) statewide data base by completing the following requirements:

- Obtain a Class One Fingerprint Clearance Card from the Department of Public Safety
- Maintain and provide verification of current training and certification in first aid and infant/child CPR
- Certify that any swimming pool on their premises is fenced in accordance with Arizona Revised Statute 36-1681, subsections A, B, and C.
- Certify that all firearms are stored separately from ammunition under key or combination lock.
- Agree to serve no more than four children at any given time.
- Pass a Child Protective Services background check.
- Complete the CCR&R Registry checklist and application packet.

Programs registered with CCR&R receive a free listing with CCR&R and support with business, child care and regulator questions. For more information, contact Child Care Resource and Referral Program at (800) 535-4599, ext. 3001 or www.arizonachildcare.org.

Homes Eligible for the Child and Adult Food Programs (CACFP)

CACFP provides a cash reimbursement to home based child care providers for healthy meals served to children. Homes may be registered with CCR&R, certified with DES or be a licensed DHS group home and also participate in the food program. Requirements to be eligible for the CACFP program include:

- Pass fingerprint clearance
- CPR and First Aid certified
- Pass home health and fire safety inspection
- Food programs providing service in Coconino County include: Children First  www.childrenfirstcacfp.org  (877) 468-8931
  Nutrition and Health Education Resources  (800) 488-8171

Arizona Department of Economic Security (DES) Certification

In home child care providers serving up to four children for compensation (and no more than two infants at a time) but no more than six children total are certified through DES (The Department of Economic Security). To become a DES certified child care provider:

- Contact the Association for Supportive Child Care Niños en Mi Casa (Children in My Home) (928) 714-1716 for more information and to receive an application
- Be fingerprinted and have all adults over 18 in the household fingerprinted
- Pass a home health and safety inspection
- Provide proof of citizenship
- Provide a health clearance
- Become certified in CPR and First Aid
- Provide three personal references
- Carry Child Care Liability Insurance
- Complete at least 6 annual training hours
- Receive regular monitoring of child care program
- Cost of fingerprinting, CPR/FA and up to $250 to help meet requirements available from Niños en Mi Casa (714-1716)

Benefits of DES certification: * Serve people with limited resources * May participate in AZ Self Study * Showing an expanded commitment to the early childhood field * Free Advertising for you to DES parents
Arizona Department of Health Services (DHS) Licensing

All child care centers, preschools and group homes (child care homes serving five or more children) in Arizona must be licensed by the Arizona Department of Health Services, Office of Child Care Licensure. Upon requests of parents, providers are required to make copies of inspections available. Child Care Rules and Statutes are available for you at [www.azdhs.gov](http://www.azdhs.gov).

Child Care Resource and Referral provides help with business, child care and regulatory questions. For more information, contact Child Care Resource and Referral Program at (800) 535-4599, ext. 3001 or visit [www.arizonachildcare.org](http://www.arizonachildcare.org).

DHS licensed homes and centers must follow the adult to child supervision ratios shown below.

**For Child Care Centers:**

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Maximum Adult to Child Ratio Permissible by Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants</td>
<td>1:5 or 2:11</td>
</tr>
<tr>
<td>One – year – old children</td>
<td>1:6 or 2:13</td>
</tr>
<tr>
<td>Two-year-old children</td>
<td>1:8</td>
</tr>
<tr>
<td>Three-year-old children</td>
<td>1:13</td>
</tr>
<tr>
<td>Four-year-old children</td>
<td>1:15</td>
</tr>
<tr>
<td>Five-year-old children</td>
<td>1:20</td>
</tr>
<tr>
<td>School – age children</td>
<td>1:20</td>
</tr>
</tbody>
</table>

**For Child Care Group Homes:**

1:5 or 2:6-10 regardless of age

DHS Licensed Child Care Centers and Homes must meet all requirements listed at [www.azdhs.gov/als/child care/index.htm](http://www.azdhs.gov/als/child care/index.htm). These include:

- Fingerprint clearances for all staff
- Current CPR and First Aid for all staff
- Pass comprehensive health and safety inspection
- Complete at least 18 annual training hours

**Benefits of DHS certification:**

* Ability to serve more children
* May participate in AZ Self Study
* Showing an expanded commitment to the early childhood field
* A commitment to higher health and safety expectations
* More opportunities to receive grant funding
Accreditation

Programs may choose to pursue accreditation which is the highest mark of quality well beyond state guidelines. Arizona certification and licensure guidelines are a minimal standard when compared to national early childhood standards. National accreditation programs adhere to higher standards that are research based. Through an accreditation process, programs conduct a self-study of their program environment and procedures. The program is then evaluated by an outside professional who evaluates the program on quality indicators backed by research and promoted by NAEYC, the leader in early childhood research and professional development. The program is then either denied or awarded a certificate of accreditation, a mark of quality. Accreditation conveys that this program presents the best quality of care for children and families. It helps create better programs for young children and tells families, "We're doing it right."

The accreditation process is about making your classroom or program an even better place for children’s development and learning. It’s the opportunity to acknowledge what your program is doing well, and identify areas where your program could be even better. By engaging in and pursuing accreditation, programs discover that they create a stronger and more committed team of teachers, administrators, and families who work together to continually improve program quality. Teachers and administrators find their work more rewarding. Families appreciate and seek out accredited programs for their children. Research shows quality matters!

Currently, the accrediting organizations approved by the Arizona Department of Education include:

- American Montessori Society [www.amshq.org](http://www.amshq.org)
- Association for Christian Schools International [www.acsi.org](http://www.acsi.org)
- Association Montessori International [www.montessori-ami.org](http://www.montessori-ami.org)
- National Accreditation Commission for Early Care and Education [www.naccp.org](http://www.naccp.org)
- National Association for the Education of Young Children [www.naeyc.org](http://www.naeyc.org)
- The National Early Childhood Program Accreditation Commission [www.necpa.net](http://www.necpa.net)

**Family Child Care Accreditation**
National Association for Family Child Care (NAFCC) [www.nafcc.org](http://www.nafcc.org)

For support in pursuing an accreditation process, contact the Arizona Self Study Project (ASSP) 1-800-535-4599 ext. 202. The Arizona Self-Study Project (ASSP) is an exciting statewide project for early care and education programs committed to improving the quality of child care for Arizona’s children. ASSP staff assists programs to integrate quality developmentally appropriate practices which meet the needs of all children. The ASSP is managed by the Association for Supportive Child Care (ASCC).
Child Abuse Prevention
Quality child care environments understand the different forms of abuse and report possible abuse.

You make the difference in preventing abuse
Those who abuse or neglect children need help, but many are afraid to seek it. You can help by:
- Helping a relative, friend, neighbor or acquaintance cope with the problems that may lead to child abuse or neglect.
- Guiding a relative, friend, neighbor or acquaintance to local family resources.
- Volunteering your time with local child abuse prevention programs.
- Making an annual state tax check-off to support child abuse prevention.
- Reporting suspected child abuse or neglect by calling 1-888-SOS-CHILD (1-888-767-2445) and the police department.

Who MUST Report?
Any person who reasonably believes that a minor is or has been the victim of physical injury, abuse, child abuse, a reportable offense or neglect that appears to have been inflicted on the minor by other than accidental means or that is not explained by the available medical history as being accidental in nature, or who reasonably believes that there has been a denial or deprivation of necessary medical treatment or surgical care or nourishment with the intent to cause or allow the death of an infant who is protected under A.R.S. 36-2281, shall immediately report or cause reports to be made of this information to a police officer or to Child Protective Services in the Department of Economic Security, except if the report concerns a person who does not have care, custody or control of the minor, the report shall be made to a police officer only.

Suspect Abuse, Report it Now.
Call Toll-Free Child Abuse Hotline 1-888-SOS-CHILD (1-888-767-2445) to report that: a person presently under the age of 18 who is the subject of physical, sexual or emotional abuse, neglect, abandonment or exploitation which a parent, guardian or custodian has inflicted, may inflict, permitted another person to inflict or had reason to know another person may inflict AND contains sufficient information to locate the child.
- The Child Protective Services (CPS) program receives, screens and investigates allegations of child abuse and neglect, performs assessments of child safety, assesses the imminent risk of harm to the children and evaluates conditions that support or refute the alleged abuse or neglect and need for emergency intervention.
- CPS implements Family Support Services to ensure children’s safety while helping families solve the problems that place children at risk. These services are provided in local communities and may include: help getting necessary food, housing, clothing or medical care; substance abuse testing and treatment; counseling; child care; and parent skills training.

When reporting, the following information if known will be requested:
- name, age, and gender of child and other family members
- address, phone numbers, and/or directions to child's home
- parents' place of employment
- description of suspected abuse or neglect
- current condition of the child

Public Listing of Sex Offenders
Be aware of who is in the neighborhood where children are cared for. The purpose of the Arizona sex offender information website is to provide information to the public concerning the location of sex offenders within Arizona. Check the website www.azsexoffender.org for more information and to identify any sex offenders in your area.
**Preventing Shaken Baby Syndrome**

Infants have large heads in proportion to their bodies, immature brains and weak head muscles. When a child is shaken, the head whips back and forth. This sudden whiplashing motion causes the brain to slam against the skull, potentially causing permanent damage, and even death.

To prevent Shaken Baby Syndrome:
- Never shake a baby!
- Always provide support for the baby’s head
- Educate caregivers and family members about the dangers of shaking a baby
- Learn positive ways to soothe a crying baby
- Take a break and ask for help when you are stressed and caring for a baby

**Child Abuse Prevention Resources**

Safe Child Center at Flagstaff Medical Center is a child advocacy center for children who have been abused. Call (928) 773-2053 or check the website at: [www.FMCsafechild.com](http://www.FMCsafechild.com)

Attend a Mandated Reporter Training offered periodically at Flagstaff Medical Center. Contact Safe Child Center above to find out when the next one is scheduled.

Attend Steward of Children: Preventing Childhood Sexual Abuse With Courage and Zero to Three’s Preventing Child Abuse and Neglect (PCAN) training series at the Association for Supportive Child Care or call (928) 714-1716 to arrange an on-site training at your convenience.
Safe Sleeping Guidelines

Quality child care environments provide a safe sleeping environment for infants and children.

Creating a Safe Sleep Environment

API (Attachment Parenting International) recommends the following research-based guidelines that, when followed, allow infants to sleep in the safest way possible.

1. **Place your baby to sleep on his or her back.** This helps protect your baby from Sudden Infant Death Syndrome (SIDS).
2. **Choose a firm mattress with a snug fitting sheet designed for the crib mattress.** Never place your baby, or fall asleep with your baby, on a couch, recliner, beanbag chair, fold-out couch, inflatable bed, or waterbed.
3. **Keep the mattress at the lowest possible level.**
4. **All pillows, toys, bumpers and blankets should be removed from the crib before putting a child to sleep.**
5. **Keep baby cool.** Adjust clothing and room temperature to keep baby from overheating. UNICEF recommends a temperature of between 60 and 64 degrees Fahrenheit for nighttime sleep.
6. **Use a fan** in the room where baby sleeps to help circulate air and maintain a cooler environment.
7. **Baby should not be left to sleep alone on an adult bed**, even during naps. If you do not have access to a crib for naps, place a smaller mattress or futon on the floor, and make sure the room is child-proofed.
8. **Cribs must meet Consumer Product Safety Commission (CPSC) safety guidelines, including:**
   - Slat spacing of less than 2-3/8” (an aluminum can should not fit between the slats)
   - Slats and hardware must not be loose or broken
   - The headboard and footboard must not have cutout designs
   - Corner posts should be no more than 1/16” higher than other rails
   - Transfer an infant to a child size bed when they try to climb out of the crib.
   - Cribs generally should not be used more than six years; check for recalled cribs and other infant equipment at [www.cpsc.org](http://www.cpsc.org).

Crib Safety Resources

[www.cpsc.gov](http://www.cpsc.gov)
[www.marchofdimes.com](http://www.marchofdimes.com)

Attend a crib safety training class at Association for Supportive Child Care (928) 714-1716.
Child and Infant Safety Checklist

Quality child care environments provide children with a safe environment that is checked at least weekly.

General Safety Precautions

✓ Stairways and hallways are uncluttered and well lit; safety gates are installed at all open stairways
✓ Fire extinguishers, first aid kits and flashlights are installed in areas where they might be needed
✓ A planned emergency escape route with meeting location is in place and practiced
✓ The hot water temperature is set below 120 degrees F to prevent accidental scalding
✓ Knives, guns, ammunition, power tools, razor blades, scissors and other objects that can cause injury are stored in locked cabinets or storage areas
✓ A list of emergency phone numbers and medications taken (and by whom) is posted near telephones
✓ Loose electrical cords are out of flow of traffic. Multi-cord plugs (which can overheat) aren’t used
✓ Space heaters and other electrical appliances are placed away from paper and walls
✓ Electric cords and computer cables are not where people walk
✓ Pesticides, detergents and other chemicals are kept out of children’s reach
✓ Heavy objects such as furniture and TVs are not placed where children can climb on them or where they can be tipped over
✓ Smoke detectors are in working order – batteries are changed at least once a year on a specific date (example: July 4th)

Child’s Room/Napping Environment

✓ Electric cords and window covering cords are kept out of a child’s reach
✓ The child’s clothing, especially sleepwear, is flame resistant
✓ Check on children regularly when they are sleeping

Play Areas

✓ Child guards are installed around fireplaces, wood-burning stoves, space heaters, radiators and hot pipes and placed away from curtains
✓ Sharp edges of furniture are cushioned with corner guards or other material
✓ Curtain cords and shade pulls are kept out of children’s reach
✓ Plastic bags are kept out of the reach of children
✓ Purses, handbags, briefcases, etc., including those of visitors, are kept out of children’s reach
✓ Window and balcony doors have childproof latches
✓ Smoke alarms are installed on each floor, especially near sleeping areas
✓ Flammable liquids, medicines, pesticides and other toxic materials are stored in their original containers and locked out of reach of children
✓ The toy box has ventilation holes, a sliding door or panel and a lightweight lid or hinged lid with a support to hold it open in any position to which it is raised

Bathroom

✓ The bathroom door is kept closed when not in use
✓ Children are ALWAYS supervised when they are around water (tub, basin, toilet) & electricity
✓ Medicines and cleaning products are in containers with safety caps and locked away in cabinets with safety latches
✓ The water is set at a safe temperature of 120 degrees F or less to prevent scalding from tap water in sinks and tubs; let water run for three minutes before testing it
✓ The toilet seat and lid are kept down when the toilet is not in use
✓ The bottom of the tub/shower has nonslip surfacing

Kitchen

✓ Small appliances are kept unplugged when not in use and stored out of the reach of children
✓ Hot liquids and foods are handled with easily available potholders, the stove’s back burners are used and pot handles are turned to the back of the stove
- Highchairs are placed away from the stove and other hot objects; an adult is present to supervise an infant placed in a highchair secured with safety straps
- Cabinets with cleaning products in them are locked

**Choking Prevention**

Do not feed any round, firm food to children younger than four years of age unless the food is chopped completely.

The following foods are common choking hazards:

- Hot dogs
- Nuts
- Chunks of meat or cheese
- Hard or sticky candy
- Popcorn
- Raw carrots
- Whole grapes
- Chunks of Peanut Butter

The following household items are common choking hazards:

- Balloons
- Coins
- Marbles
- Small toy parts
- Pen or marker caps
- Small, button-type batteries
- Small, compressible toys that can fit entirely into a child’s mouth
- Plastic bags

Prevent incidents of choking by:

- Seating children in a high chair or at a table while they eat snacks and meals
- Modeling table manners, chewing and pace of eating for children
- Supervising children the entire time they eat

**Poison Prevention**

- Call 911 if you think a child has been poisoned and they are unconscious, losing consciousness or having trouble breathing
- Call Poison Control at (800) 222-1222 if you think a child has been poisoned and they are conscious

**Car Safety**

- All infants and children ride in approved safety seats that are installed following manufacturer’s instructions.
- The infant’s seat faces the rear of the vehicle unless the infant is 20 pounds and one year of age
- A rear facing car safety seat is NEVER placed in the front passenger seat

Arizona’s child restraint law A.R.S. 28-907 requires that every child under five years of age must be properly placed in a federally-approved child safety seat appropriate for the child’s height and weight.

Arizona’s seat belt law A.R.S. 28-909 A.1/A.2 requires all front seat occupants to properly wear seat belts.

If you see an unrestrained child in a moving vehicle, please call (800) 505-BABY with the vehicle plate number, city and location of the child in the vehicle.

Attend a local car seat check to ensure the proper position and size of child safety seats for children you transport. Contact Coconino Safe Kids at 522-7871.

**Outdoor Safety**

- Trash is kept in tightly covered containers
- Sandboxes are covered when not in use
- Safety belts are used in strollers

Supervision is the most important thing you can provide to keep children safe.

For the most recent updated lists of recalled infant/child safety equipment, contact the Consumer Product Safety Commission toll-free at (800) 638-2772 or [www.cpsc.gov](http://www.cpsc.gov).
The Importance of Nutrition and Physical Activity for Young Children

Quality child care environments support parents and providers as they strive to be good role models in their own and their children’s food and lifestyle choices.

Helping a child grow and develop . . .

During the preschool years, young children grow at an amazing rate physically, emotionally, socially, and intellectually. Healthy eating and regular physical is essential in this process. Preschool children need fewer calories, but the same variety of foods that older children and adults require.

Parents and providers need to understand these messages:

- Make half of your grains whole
- Vary your veggies
- Focus on fruits
- Get your calcium-rich foods
- Go lean with protein

This is also the best time for parents and providers to help children choose to eat more foods low in saturated fats, cholesterol, *trans* fats, sodium, and added sugars. Using these strategies for smart eating can help lower the chances of heart disease, overweight, type 2 diabetes, and other chronic health problems for themselves and the children they care for.

How much does your child need?

Most children, ages 2 to 5, need between 1,000 – 1,600 calories a day. The amount your child needs depends on his or her age, gender, height, weight, and physical activity level. To find your child’s food pyramid guide, go to www.MyPyramid.gov.

Smaller portions are more appropriate for preschool children than adult-sized portions, which can overwhelm smaller stomachs. A child’s growth rate slows somewhat during the preschool years, and urging a child to eat too much can lead to weight-related problems.

Exploring a child’s world of food . . .

Hands-on experiences with food help children explore and enjoy a variety of foods. Helping in the kitchen or garden promotes independence, helps build self-esteem, develops motor and mental skills, and offers a chance for parents, child care providers and children to spend quality time together.

Nibbles for Health offers fun and safe ways for parents and children to cook and garden together. You can read more about these newsletter topics at: http://www.fns.usda.gov/mn/resources/nibbles.html

Enjoying the chance for active play . . .

Active play is the work of childhood. Children should be physically active for at least 60 minutes on most, preferably all, days of the week. Vigorous exercise helps develop motor skills, increases strength and endurance, relieves stress, and promotes learning, self-assurance, and good health. Physical activity also helps children develop habits that decrease the chances of becoming overweight. Parents and all caregivers need to include moderate-intensity physical activity and safe play, as a regular part of their family life. Playing together also nurtures family relationships.

Goals at home and in all care environments:

- Create a healthful eating environment:
  - Use the My Pyramid and Nutrition Facts labels to provide a variety of healthful foods for the family.
  - Offer more fruits, vegetables, and whole-grain products in meals and snacks.
  - Provide lower-fat foods more often.

46
Move more and sit less:
  o Children need at least 60 minutes of physical activity on most, preferably all days of the week.
  o Adults need at least 30 minutes of moderate-intensity physical activity most days of the week.

Prepare food in a safe way to reduce the risk of food borne illness.
Support the whole family in their efforts to eat smart and be more physically active.

Other Resources:

- Fit Kids of Arizona - Fit Kids of Arizona at Northern Arizona Healthcare is a team-approach center. We are committed to the assessment and treatment of children who are overweight or obese. Our mission is to reduce the health consequences of childhood obesity by promoting healthy lifestyles. For more information call 214-3537 or visit: http://www.nahealth.com/OurServices/FitKidsofArizona/default
- Arizona Department of Health Services Bureau of Women's and Children's Health: http://www.azdhs.gov/phs/owch/index.htm
- Healthy Child, Healthy World: http://healthychild.org/live-healthy/checklist/?gclid=CLnYtrmxyaICFQdgwod-CXJwA
- Baby Center: http://www.babycenter.com/0_nutrition-guidelines-for-young-children_9245.bc
- Dairy Council of California—Classroom materials, links, and lesson plans on making healthy choices through nutrition and physical activity for grades K-12: http://www.dairycouncilofca.org/Educators/
- Food Nutrition Service USDA—Activities, handouts and teaching ideas on physical activity and nutrition for elementary and middle school students: http://www.fns.usda.gov/tn/
- School Nutrition Association—Tips on nutrition and fitness, recipes and more: http://www.schoolnutrition.org/
- Healthy Children—Site offers the most reliable, up-to-the-minute health advice for proactive parents and caregivers, and is approved by the American Academy of Pediatrics: www.healthychildren.org
- Eat Right—Reliable nutrition information for all ages: http://www.eatright.org/Public/
- Henry the Hand—A hand washing site with lessons, projects and games for elementary students: http://www.henrythehand.com/
- Arizona Child and Adult Care Food Program—Home child care providers, whether certified, licensed or not, may receive financial reimbursements monthly for serving nutritious meals and snacks to eligible children 0-12 years old in their care if they meet program requirements. Programs providing service in Coconino County include:
  - Children First www.childrenfirstcaefp.org (877) 468-8931
  - Nutrition and Health Education Resources (800) 488-8171
Oral Health Practices

Quality child care environments promote oral health practices during child care and share information with family members.

Oral Health is important for young children and helps to:
- Ensure freedom from pain and infection
- Have the ability to study and learn
- Provide for normal facial development
- Have the ability to eat nourishing food
- Promote a positive self esteem
- Help children smile with confidence
- Allow children to speak clearly
- Hold space for permanent teeth

Child care providers promote oral health by:
- Never put a child to sleep with a bottle of milk or juice or allow them to suck on the bottle for long periods
- Allow only water in sippy cups
- Starting at birth, clean gums and teeth with a clean, damp, soft washcloth, or soft infant toothbrush to wipe away food and germs
- Clean pacifiers and bottle nipples with water
- Never share utensils as this is a way to pass along germs
- Children two years and older who can spit may start brushing with a small amount of fluoridated toothpaste
- Make tooth brushing a routine in your child care program
- Brush after meals and snacks
- Use eye contact and modeling to teach children to brush their teeth
- Brush teeth for two minutes
- Help children up to age eight years to properly brush teeth
- Store labeled toothbrushes with child’s name and date issued with a cover
- Keep toothpaste stored in a locked cabinet away from children as it is a toxin
- Throw away and replace toothbrushes when the bristles look worn, the child has been ill or when the toothbrush is three months old
- Share what you are doing at your child care with families
- Encourage families to have children see a dentist by one year of age or when the first tooth appears

Dental Resources:
- Coconino County Health Department will offer training, supplies and resources to help you implement an oral health program at your child care center: 679-7283
- North Country Health Care provides pediatric dental care: 213-6185
- NAU Dental Hygiene Clinic: 523-3500
Health Information
Quality child care environments know where to find health information.

Arizona Health Care Cost Containment System (AHCCCS) is Arizona’s Medicaid agency that offers health care programs to serve Arizona residents who meet certain income and other requirements to obtain services: 527-4104

Birth to Five Helpline www.arizonainstitute.org, (877) 705-KIDS: Call toll-free and ask child development specialists your questions about health, sleep, discipline, safety, learning to read, nutrition, child development, fussiness/colic, and more!

Childhood Communicable Disease Flip Chart – Describes the condition, symptoms, contagious period and requirements for school exemption. Available for purchase from Rio Salado College at (480) 517-8330. This is available for loan at the Association for Supportive Child Care: 714-1716.

Coconino County Health Department Flagstaff: 2625 North King Street, Flagstaff, AZ 86004 679-7272 or Toll-free 1-877-679-7272

Healthy Children—Site offers the most reliable, up-to-the-minute health advice for proactive parents and caregivers, and is approved by the American Academy of Pediatrics: www.Healthychildren.org

Immunizations: www.cdc.gov

Immunizations and Women, Infants and Children 679-7222

North Country HealthCare 2920 N. 4th Street Flagstaff, AZ 86004 213-6185 www.northcountryhealthcare.org

Safety Flip Chart-Gives an overview of recommendations for prevention, management and/or treatment of injuries encountered when working with children. Full text version found at: www.azdhs.gov/phs/owch/pdf/comunicablediseaes.pdf. Printed and distributed by Rio Salado College at (480) 517-8330. This is available for loan at the Association for Supportive Child Care: 714-1716.
Special Needs Resources
Quality child care environments know where to find help when serving a child with special needs.

If you have a developmental concern for a child, share the concern with the parents and suggest they contact their pediatrician. Other resources include:

**Children Birth to Three Years**-
Arizona Early Intervention Program (AzEIP)

**Children Three to Five (not yet in kindergarten)**-
Flagstaff Unified School District Student Support Services 527-6182

**Children Already in School**-
Talk with child’s teacher and principal

**Arizona Department of Economic Security Division of Developmental Disabilities:** Services and supports to assist individuals with developmental disabilities. Services may include resources, respite care and/or income benefits: 773-4957

**Arizona Department of Education Parent Information Network (PIN):** Supports parents through the special education process. Provides resources on a variety of topics relating to special learning needs to parents and providers. For more information contact: 679-8106 or (800)352-4558.

**Children's Rehabilitative Services (CRS) at Flagstaff Medical Center:** A statewide-managed care program for children with chronic and disabling conditions, which have the potential for cure or significant improvement. Information about the program to include applications and information can be obtained at 773-2054 or [www.apipacrs.com](http://www.apipacrs.com).

**Raising Special Kids:** A nonprofit organization of families helping families on the challenging journey of raising a child with special health needs in Arizona. All programs and services are provided to families free of charge. Flagstaff Office: 523-4870 or [www.raisingspecialkids.org](http://www.raisingspecialkids.org).
Emergency Phone Numbers
Quality child care environments know who to call in an emergency.

Reproduce the chart below and post it near your phone.

<table>
<thead>
<tr>
<th>Emergency Phone Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>911</td>
</tr>
<tr>
<td>for medical and fire dispatch!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poison Control Center</td>
<td>1-800-222-1222</td>
</tr>
<tr>
<td>Fire Department</td>
<td>779-7688 (non-emergency)</td>
</tr>
<tr>
<td>Police Department</td>
<td>774-1414 (non-emergency)</td>
</tr>
<tr>
<td>Flagstaff Medical Center</td>
<td>779-3366</td>
</tr>
<tr>
<td>Director’s Cell Phone</td>
<td></td>
</tr>
<tr>
<td>Child Care Address and Phone Number</td>
<td></td>
</tr>
<tr>
<td>Directions to Location</td>
<td></td>
</tr>
</tbody>
</table>
Early Childhood Community Initiatives
Quality child care environments involve themselves in early childhood community initiatives.

**Alliance for Children’s Early Success (ACES)**

www.allianceforchildrensearlysuccess.org/  
773-9813

In October 2004, the Alliance for Children’s Early Success was formed out of a relationship between the Flagstaff Community Foundation and United Way of Northern Arizona. Since then, ACES has grown into one of the strongest early childhood collaborative partnerships in the State of Arizona. Today ACES is a collaborative partnership of over 40 private and public organizations, agencies, groups, families and individuals committed to cultivating the potential of each child, birth through eight, in our community.

ACES typically meets the first Wednesday of each month from 4:00-5:30 p.m. in the Ponderosa Room at the Coconino County Health Department, 3625 North King Street.

**First Things First (FTF)**

www.azftf.gov  
(928) 637-0410

First Things First was created by Arizona voters in a 2006 landslide vote. As a result of this initiative, 80 cents on every pack of cigarettes sold is set aside to expand early learning and health programs for children from birth through age five. The creation of First Things First demonstrates that Arizonans value early childhood as the foundation of a child’s learning and that they understand that investment in the early years results in children who are more successful in school and in life.

The Coconino Regional Partnership Council typically meets on the fourth Monday of each month at 4:00 p.m. at United Way of Northern Arizona, 1515 East Cedar Avenue. Suite D-1
Support Resources

Quality child care environments seek out support and advocate for children.

Resources for Affordable Learning Materials

- The Learning Bug: [www.azlearningbug.com](http://www.azlearningbug.com) 1796 East Route 66 214-8344
- Northern Arizona Teacher’s Supply: 2632 North Steves Blvd 714-1167
- Treasures for Teachers: Tempe, Arizona [www.treasures4teachers.org](http://www.treasures4teachers.org)
- Check your local thrift stores and garage sales
- Hardware stores to ask for free samples (example: keys, paint/wallpaper samples for art or matching games)

Resources for Home Child Care Providers

- For advertising your In Home Childcare services: [http://www.childcarelinks.org/fyi/fyi_pdf/TIPS%20FOR%20ADVERTISING%20AND%20MARKETING%20YOUR%20CHILD%20CARE.pdf](http://www.childcarelinks.org/fyi/fyi_pdf/TIPS%20FOR%20ADVERTISING%20AND%20MARKETING%20YOUR%20CHILD%20CARE.pdf)

Advocacy Groups

- Alliance for Children’s Early Success (ACES) [www.allianceforchildrensearlysuccess.org/](http://www.allianceforchildrensearlysuccess.org/)
  A community initiative council of United Way of Northern Arizona with the mission to cultivate the potential of each child, birth through eight, by promoting and enhancing early childhood development.
- Children’s Action Alliance (CAA) [http://www.azchildren.org/](http://www.azchildren.org/)
  A non-profit, non-partisan organization dedicated to promoting the well-being of Arizona’s children and their families.
- Coconino Coalition for Children & Youth (CCCY) [http://www.coconinokids.org/](http://www.coconinokids.org/)
  Provides advocacy and community education and provides leadership in developing community-wide strategies that can enhance the well-being of children and youth in Coconino County.
- Expect More Arizona [http://expectmorearizona.org](http://expectmorearizona.org)
  A public-private partnership dedicated to creating a statewide movement of Arizonans who value education as our state's top priority.
- Northern Arizona Chapter of the Association for the Education of Young Children (NAzAEYC) [http://www.naeyc.org/](http://www.naeyc.org/) (928) 714-1716 northazaeyc@yahoo.com
  The National Association for the Education of Young Children is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and development services for all children from birth through age eight.
- Protecting Arizona's Family Coalition (PAFCO) [http://www.pafcoalition.org/](http://www.pafcoalition.org/)
  Dedicated to protecting residents by preventing drastic budget cuts to the state budget for health and human services.
- ZERO TO THREE [www.zerotothree.org](http://www.zerotothree.org)
  Zero to Three is a national, nonprofit organization that informs, trains, and supports professionals, policymakers, and parents in their efforts to improve the lives of infants and toddlers. Our mission is to promote the health and development of infants and toddlers.
Community Support Resources to Share with Families and Staff

- **Birth to Five Helpline**  
  [www.arizonainstitute.org](http://www.arizonainstitute.org)  
  1-877-705-KIDS  
  Call toll-free and ask child development specialists your questions about health, sleep, discipline, safety, learning to read, nutrition, child development, fussiness/colic, and more!  
  Hours: Monday – Friday 8 a.m. to 8 p.m. and Saturday 10 a.m. to 2 p.m.

- **Child Care Resource and Referral (CCR&R)**  
  [www.arizonachildcare.org/state.html](http://www.arizonachildcare.org/state.html)  
  CCR&R is a statewide program that helps families find child care. CCR&R provides information about community trainings and resources for child care providers and the early childhood community. This program is funded by the Department of Economic Security, Child Care Administration. The CCR&R phone service is available Monday through Friday 8:00 a.m. to 5:00 p.m. and the website search is always available. Services are provided at no charge. For Child Care Providers CCR&R provides:
  
  - Listing on Child Care Referral Database
  - Help with business, child care and regulatory questions
  - Information about comprehensive trainings and workshops
  - Quarterly newsletters

- **C2HC Northern Arizona Program Coordinator**  
  (510) 410-3819  
  An online system that connects users to community and statewide resource information for children, youth and adult, their families, professionals and community members. It is a project of Building Community Health in Arizona: Statewide Implementation of Integrated Services, supported by a grant from the Maternal and Child Health Bureau (MCHB) awarded to the Southwest Institute for Families.
Trainings/Professional Development
Quality child care providers continue to attend trainings and classes to increase their professional knowledge and improve the learning environment they provide.

Early Childhood Training Agencies Serving Coconino County
- Association for Supportive Child Care (ASCC) www.asccaz.org or call 714-1716
- Child Care Resource and Referral Quarterly magazine lists early childhood training and resources available statewide; contact (800) 308-9000 or www.azchildcare.org
- Easter Seals Blake Foundation http://blakefoundation.easterseals.com
- Kith and Kin Training is a free service available to family and friend care providers. 714-1716

Other Training Opportunities
- Coconino Coalition for Children and Youth www.coconinokids.org
- Coconino County Health Department www.coconino.az.gov
- North Country Health Care www.northcountryhealthcare.org
- www.pbs.org/teacherline

Conferences
Regional
- Northland Pioneer College Bi-Annual Early Childhood Conference Visit www.northlandcollege.edu

State
- ASCC - Annual “Celebrate the Young Child” conference held in Glendale in March. Visit www.asccaz.org for more information.

National
- National Association for the Education of Young Children www.naeyc.org
- Zero to Three www.zerotothree.org

College Coursework
- To learn more about the Child Development Accreditation (CDA) Credential and the NAFCC Accreditation, visit: www.cdacouncil.org and www.NAFCC.org.
- Coconino Community College Professional Career Pathway Project – Child Care Providers identifying a pathway (goal), pursue early care and education (ECE) coursework to accomplish their goals, and are eligible for financial support with tuition, textbooks, CDA assessment fees and Family Child Care assessment fees. For more information contact: Paul Holbrook via email at Paul.Holbrook@coconino.edu
- Coconino Community College Passages Program - The Passages Program provides assistance to single parents and displaced homemakers who are beginning and/or continuing their college studies. Students are guided to success in a number of career programs, including early childhood education. Support
services for eligible students include funding for tuition, child care and transportation; academic advising, textbook loan and life coaching. Contact the Passages Program at 226-4242.

- **Northern Arizona university’s BS Ed Early Childhood** program leads to state certification for birth through third grade teachers. The program is intended for students who plan to specialize in their degree area or for those who have earned an associate’s degree and who plan to teach preschool (or birth) through third grade. They also offer the BS Ed in Elementary education with an early childhood endorsement. This leads to state certification, qualifying you to teach children from birth through eighth grade. For information about tuition, fees, and payment plans go to [www.nau.edu](http://www.nau.edu).

**Professional Development Incentive Programs**

- **T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood Arizona** is a comprehensive scholarship program funded by First Things First that provides the early childhood workforce with access to educational opportunities. Call 714-1716 for more information.

- **Professional REWARDS** is a financial incentive program funded by First Things First that acknowledges and rewards progressive education, education attainment and commitment to continuous employment at a child care center, group or family child care home regulated by a Federal, State or Tribal authority offering services to children birth through age 5. Contact [www.azftfrewards.org](http://www.azftfrewards.org) for eligibility and requirements and application process.
Quality Improvement Support Programs

Quality child care environments recognize that quality is an ongoing journey.

Arizona Kith and Kin Project (800) 535-4599 ext. 126
The Arizona Kith and Kin Project offers training and support to improve the quality of care provided by friends and family.

- Kith and kin child care providers participate in weekly, two-hour support/training groups for 14-week sessions, at no charge.
- Child care and transportation are provided to eliminate these barriers to attendance.
- The program provides education, support, and other services to this child care provider population.

Arizona Self-Study Project (800) 535-4599 ext. 202
The Arizona Self-Study Project (ASSP) is an exciting statewide project for early care and education programs committed to improving the quality of child care for Arizona’s children. ASSP staff assist programs to integrate quality developmentally appropriate practices which meet the needs of all children. The ASSP is managed by the Association for Supportive Child Care (ASCC).

What are the benefits of participating in ASSP?
- Individualized support and technical assistance
- Work one-on-one with an Early Childhood Professional
- Program Evaluation Tools (or) Individualized Evaluation Tools
- Onsite registered trainings
- Monthly phone consultations
- Enhance professional growth
- Networking opportunities
- Program Enhancement Grant opportunities

All early care and education programs that are licensed or certified by the Department of Health Services/Office of Child Care Licensure or the Department of Economic Security/Child Care Administration are eligible to participate. Licensed Child Care Centers, DHS Certified Child Care Group Homes, DES Certified Child Care Homes, Head Start child care, school-age programs and infant toddler programs must have a DES subsidy contract and have children who are subsidized by DES enrolled in the program to be eligible to participate.

ASCC (Association for Supportive Child Care) Coaching Services 714-1716
The Association for Supportive Child Care provides phone and on-site coaching to all child care programs, whether regulated or not, at no cost. Coaching may include observation, research for answers to your questions and on-site assistance on any topic related to the child care environment. Training hours documenting the time and subjects coached may be issued.

Quality First! www.azftf.gov/WhatWeDo/Programs/QualityFirst/Pages/default.aspx (602) 771-5041
As early care and education providers, you have made the commitment to help Arizona’s youngest children prepare for success in school. The safety of your center or home, the learning materials you use and the skill level of your employees all impact how prepared children in your care will be when they reach kindergarten. Quality First! is Arizona's statewide quality improvement and rating system for providers of center- or home-based early care and education. We are your partner in improving the quality of the early care and education you provide.

Quality First facilitates quality improvements by:
- assessing the quality of the care you provide
- helping you to prepare a quality improvement plan
- helping you to afford quality improvements
- helping your staff afford college coursework that will enhance their ability to teach young children
- helping you to retain your most qualified teachers

Certified, licensed and/or or accredited child care center and home programs that provide care for children ages birth to five are encouraged to apply.

Quality Improvement Grants through Alliance for Children’s Early Success (ACES) www.allianceforchildrensearlysuccess.org/ 773-9813
Contact ACES for information about current quality improvement child care grants you may be eligible for.

Grant Funding Assistance available at www.teachingstrategies.com/page/funding.cfm.
<table>
<thead>
<tr>
<th>College or Institution</th>
<th>Degree</th>
<th>Degree Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona State University</td>
<td>M.Ed.</td>
<td>Curriculum and Instruction-Concentration in Early Childhood Education</td>
<td>Online</td>
</tr>
<tr>
<td>Child Care Education Institute</td>
<td>C.D.A. Certificate</td>
<td>Child Development Associate</td>
<td>Online</td>
</tr>
<tr>
<td>Coconino Community College</td>
<td>A.A.S. Certificate</td>
<td>Early Childhood Education</td>
<td>Flagstaff, Williams, Page, Grand Canyon</td>
</tr>
<tr>
<td>Grand Canyon University</td>
<td>B.S.</td>
<td>Elementary Education: Early Childhood Education</td>
<td>Online</td>
</tr>
<tr>
<td></td>
<td>M.A.</td>
<td>Elementary Education</td>
<td></td>
</tr>
<tr>
<td>Mohave Community College</td>
<td>A.A.</td>
<td>Early Childhood Education</td>
<td>Online</td>
</tr>
<tr>
<td>Northern Arizona University</td>
<td>B.A.S.</td>
<td>Early Childhood Education</td>
<td>Online</td>
</tr>
<tr>
<td></td>
<td>B.S.Ed.</td>
<td></td>
<td>Flagstaff</td>
</tr>
<tr>
<td></td>
<td>M.Ed.</td>
<td></td>
<td>Flagstaff</td>
</tr>
<tr>
<td>Prescott College</td>
<td>B.A.</td>
<td>Early Childhood Education</td>
<td>Online/ Locally with one trip to Prescott</td>
</tr>
<tr>
<td></td>
<td>B.A.</td>
<td>Early Childhood special Education</td>
<td>Online/ Locally with one trip to Prescott</td>
</tr>
<tr>
<td>Rio Salado College</td>
<td>Certificate</td>
<td>Early Childhood Education</td>
<td>Online</td>
</tr>
<tr>
<td></td>
<td>A.A.A.</td>
<td>Early Childhood Education</td>
<td>Online</td>
</tr>
<tr>
<td></td>
<td>A.A.S.</td>
<td>Early Learning and Development</td>
<td>Online</td>
</tr>
<tr>
<td></td>
<td>A.A.S.</td>
<td>Early Childhood Administration and Management</td>
<td>Online</td>
</tr>
<tr>
<td></td>
<td>A.T.P.</td>
<td>Early Childhood Teacher Education</td>
<td>Online</td>
</tr>
<tr>
<td>University of Phoenix</td>
<td>M.Ed.</td>
<td>Early Childhood Education</td>
<td>Online</td>
</tr>
</tbody>
</table>

Taken from Arizona First Things First Coconino Regional Needs and Assets Report, 2010
Skills of Center Director

Researchers and teachers agree that four major task performance areas are encompassed in the director's role:

**ORGANIZATION, LEADERSHIP AND MANAGEMENT:**
Directors are expected to:
* assess program needs,
* articulate a clear vision,
* implement goals,
* evaluate program effectiveness,
* recruit, train, and supervise staff,
* translate program goals into well-written policies and procedures,
* know about leadership styles and group behavior,
* understand their professional identity and responsibility,
* be alert to changing demographics, social and economic trends, and developments in the field.

**CHILD DEVELOPMENT AND EARLY CHILDHOOD PROGRAMMING:**
Directors need to assess each child's needs and assist staff in planning developmentally appropriate experiences. Their organizational skills can be used to implement effective systems to keep track of enrollment, attendance, and anecdotal data. Directors need to understand:
* developmental patterns in early childhood and their implications for child care,
* environmental psychology and the arrangements of space and materials that support development,
* health, safety, and nutrition in care programs.

**FISCAL AND LEGAL CONSIDERATIONS:**
Directors are expected to know federal, state, and local regulations governing child care centers, and be able to develop a budget, set tuition rates, prepare financial reports, maintain insurance coverage, and use fundraising and grantsmanship to secure funding from various sources.

**BOARD, PARENT, AND COMMUNITY RELATIONS:**
Directors need to be able to:
* articulate a rationale for program practices to the advisory board, owner, or sponsor,
* interpret child development for parents and others in the community,
* regularly contact professional organizations, congressional representatives, public schools, the media, community service and other groups,
* understand the dynamics of family life,
* be aware of community resources that can support efforts in marketing and in serving parents.

Child Care Directors' Training and Qualifications. ERIC Digest.
Leadership Supports

For ORGANIZATION, LEADERSHIP AND MANAGEMENT support:

Coconino Community College

LDR 115 (1) Workplace Ethics
LDR 201 (2) Leadership Basics
LDR 202 (2) Leadership and Decision-Making
LDR 203 (2) Leadership and Communication
LDR 204 (2) Leadership and Power
LDR 289 (1-6) Leadership Internship

Basic Business Empowerment available at:
Coconino County Community Services Department  679-7458
2625 N. King St.  www.coconino.az.gov
Flagstaff, AZ  86004

For CHILD DEVELOPMENT AND EARLY CHILDHOOD PROGRAMMING support:

On-site trainings and technical assistance provided by:

Association for Supportive Child Care  www.asccaz.org or 714-1716
Easter Seal Blake Foundation  http://blakefoundation.easterseals.com
College level Early Childhood Education classes

For support with FISCAL AND LEGAL CONSIDERATIONS:

Local tax consultant, Insurance Brokers, Financial Planners

For support in developing BOARD, PARENT, AND COMMUNITY RELATIONS:

- **Alliance for Children’s Early Success (ACES)** meetings are the first Wednesday of every month at Coconino County Health Department, King St., Flagstaff in the Ponderosa Room from 4:00-5:30. For more information visit their website at: www.allianceforchildrensearlysuccess.org/ or call 773-9813

- **Northern Arizona Association for the Education of Young Children (NAzAEYC)** meetings are held every month at the Association for Supportive Child Care, 2708 N. Fourth St., Ste.C-1. For more information visit their website at: http://www.naeyc.org/ or call 714-1716.

- **Coconino Coalition for Children and Youth (CCCY)** meetings held every month at Coconino County Health Department, King St., Flagstaff in the Ponderosa Room from 12:00-1:30. For more information visit their website at: www.coconinokids.org
The Alliance for Children’s Early Success
United Way of Arizona
1515 E. Cedar Ave., Suite D-1
Flagstaff, Arizona 86004
Steps to Quality Questionnaire - Fill out this card and return it to be entered in a drawing for a prize. Prizes will include a $20 gift certificate to The Learning Bug, a 1 year membership in NAEYC, free CPR/First Aid training, and more! (Cards must be received by October 31, 2010.)

1. What part of this guide did you use to make a change?
________________________________________________________________
________________________________________________________________
________________________________________________________________

2. What would you add or change to this guide?
________________________________________________________________
________________________________________________________________
________________________________________________________________

Name: ________________________________________________________________

Address (including zip code):
(If you win a prize it will be mailed to the address listed above.)

How many children do you care for? ______ What are the children’s ages? ________________

What best describes you? Circle all that apply:

- Watch children of family & friends
- DES/DHS Licensed
- Accredited Center/Home
- Participating in a formal quality improvement program
- Attend early childhood trainings/conferences
- Other:

- In Home Child Care Provider (unlicensed)
- In Home Child Care Provider (licensed)
- Center Director
- Teacher
- Accept DES children
- By whom:___________________________________
- How do you maintain training hours? _____________________________
- _____________________________
- _____________________________

62
Steps to Quality Child Care Guide