Aligning Standards

Caring for Our Children Basics:
Staffing

• 1.4.4.1/1.4.4.2 Continuing Education for Directors, Caregivers/Teachers in Centers, and Family Child Care Homes: Directors and caregivers/teachers should successfully complete intentional and sequential education/professional development in child development programming and child health, safety, and staff health based on individual competency and any special needs of the children in their care.

Program Activities for Healthy Development

• 2.1.1.4 Monitoring Children's Development/Obtaining Consent for Screening: Programs should have a process in place for age-appropriate developmental and behavioral screenings for all children at the beginning of a child’s enrollment in the program, at least yearly thereafter, and as developmental concerns become apparent to staff and/or parents/guardians. Providers may choose to conduct screenings, themselves; partner with a local agency/health care provider/specialist who would conduct the screening; or work with parents in connecting them to resources to ensure that screening occurs. This process should consist of parental/guardian education, consent, and participation as well as connection to resources and support, including the primary health care provider, as needed. Results of screenings should be documented in child records.

NAFCC Standards
The Provider’s Activities

• 3.3 The provider supports and extends children's self-directed play as well as offering learning experiences and materials that are appropriate for, and extend, the abilities and interests of the children.

• 3.4 The provider has a system in place to gather and document information about children’s interests, behavior, development, learning progress, and needs. The provider uses this system to analyze the information and set goals that support the children’s development.

• 3.5 The provider understands how children grow and learn. The provider uses this knowledge to design the environment and plan learning experiences that are developmentally appropriate for each child.

• 3.6 The provider plans learning experiences that build on the needs and interests of the children, being flexible in adapting the plans.

• 3.7 If the child has been diagnosed with a specific condition, and a plan has been implemented (i.e. Individual Family Service Plan (IFSP) or the Individual Education Plan (IEP), or 504 Plan), the provider follows the proscribed plan, and provides activities that support learning based on the age and abilities of the child.

• 3.8 The provider seeks information about each families’ cultural traditions and is sensitive when using this information during curricula planning and other learning activities.
Aligning Standards Continued

NAFCC Standards (Cont’d)

The Provider’s Activities

• 3.9 Most of the children’s learning experiences promote many kinds of development simultaneously – the curriculum is integrated and holistic rather than focused on one area of development at a time.
• 3.11 The provider offers opportunities to practice and explore new skills in a range of developmental areas.
• 3.12 The provider gives the children the support they need to succeed in a range of learning experiences, scaffolding them to success. This available support helps the child feel comfortable trying new activities.
• 3.13 When appropriate, the provider extends children’s learning by describing what they are doing and asking them open-ended questions.
• 3.14 The provider helps children engage in activities by breaking complex tasks into simple ones, or increasing the difficulty of activities by combining familiar materials in innovative ways and contexts.
• 3.15 The provider finds opportunities to support children in learning specific skills and concepts when they show interest in learning them.

Resources:

CDC Developmental Milestones
https://www.cdc.gov/ncbddd/actearly/milestones/index.html