

**Capital Area Early Childhood Training Institute
The Pennsylvania State University**

Lycoming Clinton Head Start Family Child Care Mentoring Evaluation

June 2002

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This report will provide the evaluation results of the Lycoming Clinton Head Start Family Child Care Mentoring Project. This was a unique partnership between a local early childhood program and the Pennsylvania State University. Lycoming Clinton Head Start (LCHS) Program had established an innovative mentoring program with their family child care providers and was interested in finding out how effective this mentoring program was with the providers selected. In order to do this, LCHS contracted with Penn State to design and implement a thorough evaluation of their mentoring program based upon an evaluation design created by the Capital Area Early Childhood Training Institute in Harrisburg.

Mentoring is an innovative approach to training early childhood staff and providing intensive one on one technical assistance to individuals who are the recipients of the mentoring. It is particularly appealing to family child care providers because the experienced early childhood mentor comes to the individuals home to provide the training and technical assistance. There are many approaches to mentoring and different modalities for evaluating the mentoring models. The approach taken in the LCHS program was to focus on observation data utilizing two standardized tools and providing direct feedback through the use of individual family child care provider profiles. The emphasis was on the qualitative nature of data collection rather than quantitative.

The report is organized in the following manner: this introduction, followed by a methodology section, the results—the pre test and post test profiles, discussion of results with recommendations.

Methodology

Two field workers conducted observations of the homes. The field workers are experienced early childhood/human service professionals who have done similar observational and evaluative work. They operated as a team in doing their observations. The purpose of the data collection was to gather a great deal of qualitative data because of the small sample size, only five family child caregivers had pre and post test data collected on them. Each caregiver essentially became a case study where the interest was in how the intervention improved their particular setting rather than attempting to compare caregivers to each other.

Individual profiles were obtained on each caregiver that provided an in depth analysis utilizing the two observation tools, the Family Day Care Rating Scale and the Arnett Caregiver Observation Scale. The data were collected in a pre test (Spring 2001) in which the observational results were recorded with suggestions for improvement in an individual profile. The mentoring model interventionists then followed up with the individual providers on the suggestions for improvements. During the Spring of 2002, a post test was completed to determine if the mentoring intervention was effective. The data were reported looking at improvements from the pre test and if any additional improvements needed to occur.

The LCHS mentoring program involves one on one assistance through bi-weekly (60-90 minutes) on site visitations from family child care staff of the LCHS. Head Start systems coordinators of child development and health services, family and community partnerships and program design, family workers and collaborative partners such as Lock Haven University's Small Business Development provide technical assistance as needed through on site visitations. Information is disseminated both written and orally.

The area of technical assistance offered to providers is identified through a needs assessment and collaborative planning process. LCHS is using a series of five self assessments/observations. Identified topics have included addressing the organization of the environment, planning an appropriate daily program, interactions with young children and their families, individualization within a family child care home, reviewing with them learning activities and materials, identification of ways to support children's socio emotional development, promote physical development and ways to extend children's learning. Head Start family workers assist providers in communicating with families, health issues, and community resources. The providers also receive professional memberships and literature to promote their continued growth. Additionally, providers assess and submit monthly a self monitoring health and safety checklist.

Part of the mentoring intervention is the use of cluster trainings as an intervention strategy to address identified areas of needed content knowledge. The providers receive monthly training from various experts in the early childhood field. Training topics have included child development, math and science for young children, nutrition, cultural sensitivity, literacy and Head Start curriculums.

The third approach used is provider-peer mentoring. This approach is being used with the CDA credentialing process and monthly networking workgroups. This has proved successful and a way in which providers' often seem to learn best. The providers have and continue to visit each others' sites to exchange ideas, enhance their professional relationships and to rotate educational materials and supplies.

In summary, the LCHS mentoring program utilizes one on one mentoring, cluster trainings, outside agency collaborations and provide-peer mentoring as intervention strategies.

Results

The results of the LCHS mentoring program are very positive and significant. All the family child care providers improved from the pre test (Spring 2001) to the post test (Spring 2002). They showed increased performance on both evaluation measures, the Family Day Care Rating Scale (FDCRS) and the Arnett Caregiver Observation Scale (Arnett). On the pre test FDCRS, the average score was 144 while on the post test FDCRS, the average score was 177. On the pre test Arnett, the average score was 52 while on the post test Arnett, the average score was 62. The following chart depicts the changes from the pre to the post tests on the FDCRS subscales.

Subscale	Pre test	Post test
Furnishings	26.4	32.8
Basic care	26.6	34.0
Language	23.6	26.2
Learning	38.4	49.2
Social Development	13.4	16.2
Adult Needs	16.0	18.6
Total	144.4	177.0

These results are very gratifying in that the providers have on the average increased on both the FDCRS and Arnett. In the appendices are the individual profiles which break out these scores into greater detail and provide a very comprehensive picture of how the changes were made and in what areas. These profiles provide LCHS with an action plan for assisting providers in making positive changes in their respective programs in order to improve the quality of their programs.

Conclusion/Recommendations

This evaluation clearly demonstrates the effectiveness of a targeted mentoring program for family child care providers. These results corroborate with the results obtained by the Capital Area Early Childhood Training Institute's mentoring programs in which they obtained the same types of significant positive results. LCHS should feel very proud of their achievements with this group of family child care providers.

The results indicate that the increases were across the board. From a recommendations point of view the only areas that may need some additional improvement is in the Language and Social Development areas. These two areas increased from pre to post test but the same dramatic change was not so evident in these two subscales. It is our hope that LCHS utilizes these results as they have with the pre test scoring to target their interventions to the need areas of the specific providers.

APPENDICES



Cindy's Individual Profile

Pre-Test Spring 2001

*This profile was based on one - three hour observation in the spring of 2001. The observation includes what the researcher recorded, what the researcher saw or the testimony of the family provider. The suggestions are offered to help the family providers improve the overall quality of their family day care home. *

Demographics

Cindy has an associate degree in Community and Human Services and a bachelor's degree from Radford University in Special Education. Cynthia was the Site Supervisor at Lycoming Child Care Services for seven years and worked as a program aid for severe/profound mentally handicap adults for one year. Since Cindy's background is in special education she is comfortable caring for children who have special needs. She also has no problem-accepting children from different cultural and racial backgrounds.

Cindy is excited to be a family child care provider because it gives her the opportunity to own her own business and to be with her own child as well as other children. Cindy feels that childcare providers should be loving, caring, and should structure the environment for the children in their care. Cindy gives the children a feeling of self-worth by praising them, encouraging them, by verbalizing, and being consistent with them.

Family Day Care Rating Scale Evaluation

The Family Day Care Rating Scale is based on a Likert scale with 1 being the lowest score and 7 the highest score. Concentrating on the environment, this tool uses thirty-two different questions to rate the overall quality of a Family Day Care Home. Scores notated are a reflection of observed behavior. If caregiver implements the suggestions found in this profile it could result in higher scoring.

Family Day Care Rating Scale (FDCRS)

1) Furnishings for Routine Care and Learning

Observation:

- The furnishings used for routine care and learning in Cindy's childcare home are well taken care of
- The furniture is suitable for the children's activities and is child-sized

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

2) Furnishings for Relaxation and Comfort

Observation:

- Children are allowed to use two or more soft pieces of furniture in the home for relaxation and comfort
- There are many soft stuffed toys for daily use
- Cindy provides body contact for infants and toddlers so that they too can relax and be comfortable

Suggestions:

- Provide soft, child-sized furnishings especially for children (floor cushions, beanbag chairs)

3) Child-Related Display

Observation:

- Some of the children's artwork is displayed
- Some store-bought or adult-made pictures are up especially for children to look at

Suggestions:

- Display at least two pieces of each child's artwork at their eye level
- Change displays at least monthly to match the children's activities and interests

4) Indoor Space Arrangement

Observation:

- Cindy has adequate indoor space set aside for children to use
- The indoor space is cleared of breakable objects and other “no-no’s” so children can play with few restrictions
- The area used for child care has good light, ventilation, and temperature

Suggestions:

- Arrange indoor space to promote independent use by children of all age groups
- Clearly define two or more play areas
- Make sure the children have adequate storage and space to play at each activity
- Have additional materials organized and available to add to or change play areas

5) Active Physical Play

Observation:

- Children use outdoor space for one to three hours daily year-round, except in bad weather, and then active physical space is provided indoors for children
- There is a variety of materials in the environment that stimulate large muscle skills and encourage active physical play

Suggestions:

- Provide many active physical play materials for each age group
- Provide materials for children to participate in imaginative play
- Add a new physical challenge each week through a planned activity

6a) Space to be Alone – infants/toddlers

Observation:

- Cindy provides space for infants/toddlers to be alone where they are protected from others
- Cindy removes a child from alone-space within a half hour, or sooner if the child becomes unhappy or bored
- Cindy interacts with children who are in alone space at least every ten minutes

Suggestions:

- Plan activities for infant and toddlers that allow them time for play-alone spaces
- Use planned play-alone activities as an opportunity to give each child individual attention and time

6b) Space to be Alone – 2 years and older

Observation:

- Cindy allows children to find space to be alone

Suggestions:

- Set aside space that is safe for one or two children to play, while being protected from others
- Use play-alone space to avoid problems or to help children concentrate on an activity
- Provide play-alone activities on a regular basis

7) Arriving/Leaving

Observation:

- Cindy greets and says goodbye to both parents and children
- Cindy uses arriving/leaving as a time to share information with parents about their children and about their day

Suggestions:

- Children should receive a warm, organized greeting or departure regardless of when they arrive or leave
- Help children adjust to arriving/leaving

8) Meals/Snacks

Observation:

- Cindy serves well-balanced meals/snacks on a regular schedule
- The cooking and eating areas are clean
- Cindy sanitarily prepares food
- Infants are held while bottle fed
- Toddlers are seated or have their heads propped when holding their own bottle
- Infants/toddlers are not put to bed with bottles

Suggestions:

- Encourage children to use their self-help skills at meal/snack
- Sit with the children during meal/snack time
- Model appropriate behavior during meal/snack
- Make parents aware of the meal/snack menu

9) Nap/Rest

Observation:

- Nap/rest is scheduled daily
- Each child has their own crib, cot, or bed with clean sheets, blankets etc....
- Cindy does not use the same bedding for different children unless it has been washed
- Cindy remains in the house and is alert to handle problems

Suggestions:

- Schedule nap/rest appropriately for different age groups and individual children (if a child is tired in the morning they should be able to sleep, they should not have to wait until the afternoon to sleep)
- There should be adequate space for children to nap/rest (children placed at least two feet apart)
- Help soothe and relax children to sleep (soft music, rubbing backs)

10) Diapering/toileting

Suggestions:

- Every time after diapering/toileting, Cindy and the child need to both wash their hands
- Diaper/toilet children near a source of hot water
- Use equipment that promotes self-help (child-sized sink, or stools and steps so that the child can reach)
- Promote self-help skills in cleanliness and dressing
- Work with the parents to toilet train children

- Talk in a pleasant, warm tone to the children when diapering/toileting them

11) Personal Grooming

Suggestions:

- There should be an easy place for children to wash their hands and/or faces
- Every child should have their own towel and an extra change of clothes
- Pay a lot of attention to personal grooming (hand and face washing)
- Children need to wash their hands before and after meals
- Encourage children to wash their own hands thus, building upon their self-help skills
- Have bibs available for infants and toddlers at mealtime
- Care about children's appearance
- Each child should have their own toothbrush that they use at least once per day
- Plan personal care activities to teach children self-help skills

12) Health

Observation:

- Caregiving areas are clean
- Cindy has emergency care and health information for each child with written permission from parents for medical care, information about child's doctor and dentist, and parents' work phone
- Cindy reports suspected child abuse
- Cindy has a yearly health exam

Suggestions:

- Arrange for a medical consultant, such as a doctor or nurse, that can help figure out solutions to any health care issues
- There should be a quiet area for sick children available
- Provide health information for parents
- Encourage good health habits and be a good model of health habits

13) Safety

Suggestions:

- There should be no safety hazards present outdoors or indoors (handrails should be accessible to children to help guide them up and down steps)
- Transportation that includes safety restraints for all children readily available in case of an emergency
- Make sure that first aid supplies are well-stocked
- Post emergency numbers near the phone
- Post emergency exit plans and practice them with the children monthly
- Manage hot water safely
- The family day care home should pass a fire safety inspection
- First aid training that includes CPR for children should be taken every two years
- Share safety information with parents
- Teach safety rules to children

14a) Informal Use of Language – infants/toddlers

Observation:

- Cindy participates in some social talking to infants/toddlers

Suggestions:

- Use informal language with infants and toddlers by taking part in verbal play, maintaining eye contact while talking to them, talking to them about daily routines and activities
- Repeat words that toddlers say adding words and/or ideas when appropriate
- Encourage toddlers to use words.

14b) Informal Use of Language - 2 years and older

Observation:

- Cindy does some social talking with children 2 years and older

Suggestions:

- Have an informal conversation with each individual child every day
- Ask preschoolers questions that need longer more complex answers (why, how, what if)
- Encourage children to use talking to solve problems

15a) Helping Children Understand Language – infants/toddlers

Observation:

- Cindy has at least twelve infant/toddler books available for infants/toddlers
- Cindy talks about pictures in books, the objects, says the nursery rhymes, and sings songs that are associated with books

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

15b) Helping Children Understand Language – 2 years and older

Observation:

- There are at least twenty books and several picture games accessible to children who are age two and over
- Cindy has materials for all age groups that assist them in understanding language
- Cindy plans at least one activity per week that gives the children a better grasp of understanding language

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

16) Helping Children Use Language

Observation:

- Cindy has a few materials for helping children practice talking
- Cindy uses one activity a day to encourage children to talk

Suggestions:

- In order to help children use language plan a wide variety of daily activities that encourage talking in each age group

17) Helping Children Reason

Observation:

- Cindy has some reasoning materials present and used
- Cindy uses daily experiences to help children learn concepts of size, shape, color, number, and relationship

Suggestions:

- Make accessible a variety of games and materials in good repair that encourage reasoning concepts
- Work with every child at least once a week on developing reasoning concepts by asking them questions and encouraging them to think (shape sorting games and puzzles)

- Provide at least one nature/science/cooking activity each week
- Encourage children throughout the day to reason by pointing out sequences and results of daily events

18) Eye-Hand Coordination

Suggestions:

- Have at least eight eye-hand materials in good repair accessible daily for each age group
- Provide space for children to play with eye-hand materials
- Rotate materials to maintain the children's interest
- Organize eye-hand materials so that the children are encouraged to play with them independently
- Help children develop eye-hand skills (Activities such as scissors and pegboards help children develop eye-hand coordination)

19) Art

Observation:

- Cindy exposes the children to some art materials, including drawing which is used at least twice a week

Suggestions:

- Offer two different art activities for preschoolers daily
- Offer at least one 3-dimensional art activity weekly
- Encourage the children's creativity, do very few projects where children have to copy from an example

20) Music and Movement

Observation:

- Some musical experiences available to the children once a week

Suggestions:

- Plan space and time daily for music and movement
- Make accessible a variety of dance props and musical instruments for independent use by children

21) Sand and Water Play

Observation:

- Cindy makes sand and water play is available at least once a week
- There are a variety of toys that are rotated for sand and water play

Suggestions:

- Provide sand and/or water play at least three times per week

22) Dramatic Play

Observation:

- Cindy has some dramatic play materials available for the children
- There are a few dramatic play accessories

Suggestions:

- Organize dramatic play materials for independent use
- Some child-sized furniture should be accessible for children during dramatic play

23) Blocks

Observations:

- Some blocks and accessories are available

Suggestions:

- Have a variety of blocks and accessories well organized, gathered together, and available for children to use independently
- Separate block play from main traffic areas

24) Use of T.V

Observation:

- T.V. is used to amuse children and keep them busy in place of play activities
- T.V. is used no more than two hours daily
- Programs are not limited to those that are educational and good for children

Suggestions:

- Use television as an educational experience
- Join children in viewing, ask questions and add information
- Plan play activities that follow up television programs
- OR choose not to use television at all

25) Schedule of Daily Activities

Observation:

- Cindy provides a variety of play activities for children both in the morning and in the afternoon
- At least two special activities per day are planned, one outside and one inside
- The schedule of daily activities provides a balance of indoor and outdoor activities
- Cindy provides the children with a balance between active and quiet play

Suggestions:

- Use daily routines as learning experiences

- Provide smooth transitions between activities

26) Supervision of Play Indoors and Outdoors

Observation:

- Cindy provides supervision near the children
- Cindy's attention is mainly to safety, cleanliness, and/or proper use of materials
- Cindy's work or interests do not take away from caregiving

Suggestions:

- Look for opportunities both indoors and outdoors to extend learning
- Set up the environment and activities in a way that avoids conflict

27) Tone

Suggestions:

- Cindy and the children in her care should show respect and kindness towards each other
- Praise children for being kind and helpful to one another

28) Discipline

Observation:

- Cindy never uses physical punishment
- Cindy maintains enough control to keep children from hurting themselves and others

Suggestions:

- Think ahead and try to avoid discipline problems
- Handle minor problems before they become serious
- Help children find positive solutions to problems through discussion

29) Cultural Awareness

Suggestions:

- Show many examples of racial variety in dolls, pictures, and books
- Include holidays and cultural customs of all the children in the group
- People of all ages should be represented in pictures and books
- Encourage boys and girls to choose activities without being limited to traditional roles
- Plan the use of multiracial, multicultural and non-sexist materials

30) Relationship with Parents

Observation:

- Cindy has written policies that are given to parents before their child starts
- Cindy tells parents about the activities of their child at least once a week
- Cindy works cooperatively with parents

Suggestions:

- Provide daily information reports to parents about their child's day
- Encourage parents to share their skills and knowledge with the child care home

31) Balancing Personal and Caregiving Responsibilities

Observation:

- Cindy plans so that family responsibilities and the childcare program seldomly interfere with one another
- Cindy's primary focus during operating hours is on the children and her responsibilities as a caregiver
- Cindy has a substitute available as a backup

Suggestions:

- Use household jobs, when possible, in the child care program as learning experiences (allow children to sort clean laundry)
- Coordinate good caregiving activities with family responsibilities

32) Opportunities for Professional Growth

Observation:

- Cindy regularly participates in professional development activities
- Cindy reads childcare books and/or magazines on child rearing

Suggestions:

- Become an active member of an early childhood or child care professional group
- Participate in professional development programs or activities at least 4 times a year

Arnett Evaluation

The Arnett, unlike the Family Day Care Rating Scale, is a tool that measures interaction between the caregiver and the children. Thirty-five different items are evaluated with 1 equating to “Not at all” and 4 meaning “Very much.” For the twenty-one positive items a score of 3 or 4 is considered a strength and for the fourteen negative items a score of 1 or 2 is considered a strength. A score of a 1 or 2 on a positive item and a score of 3 or 4 on a negative item are areas that need improvement. For this particular evaluation the researcher, for scoring purposes, divided the Arnett into four different sub-scales; Language, Interaction, Behavior Management, and Higher Order Thinking.

Strengths from the Caregiver Interaction Scale (Arnett)

Cindy is not critical of the children, she does not easily find fault with them, she does not place a high value on obedience, she does not prohibit many of the things the children want to do, and she is not distant or detached from the children. Cindy does not speak to the children with irritation or hostility, instead, she dialogues with the children at a level they can understand, and constantly makes eye contact with them so that the children know that she is interested in their conversation and that she is listening attentively when they speak to her.

Cindy does not threaten the children and try to control them and she does not punish the children without explanation. In fact, Cindy exercises the appropriate amount of control and firmness over the children. Cindy does reprimand the children when they misbehave but she is not unnecessarily harsh.

Cindy encourages the children to try new experiences and activities. Cindy shows the children that she is interested in their activity by spending considerable time being involved with them, by paying positive attention to children as individuals, and by supervising the children closely.

Cindy encourages the children to use symbolic or literary materials, she encourages peer interaction, and she encourages the children to use number or spatial concepts.

Areas for Improvement from the Caregiver Interaction Scale (Arnett)

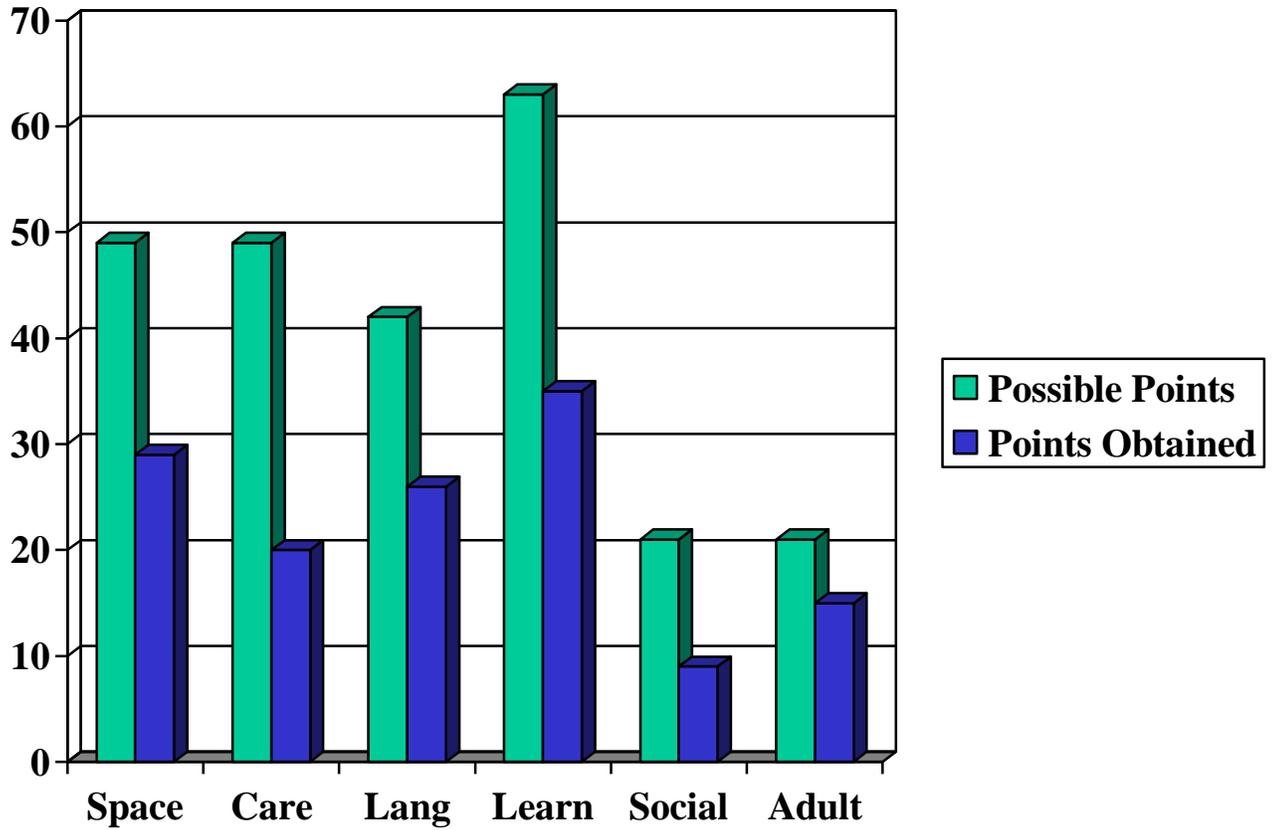
Cindy should speak warmly to the children and she should be enthusiastic about their activities and efforts, by doing these two things she will show the children that she enjoys them.

When children misbehave Cindy should explain the reason for the rule they are breaking, she should encourage them to solve conflict by using verbalization, she should help them take the viewpoint of others, and encourage children to exhibit prosocial behavior.

Cindy should expect children to exercise age appropriate amounts of self-control. For example, it is not appropriate to expect a two-year-old to stand in a straight line however; it is appropriate to expect a five-year to take turns.

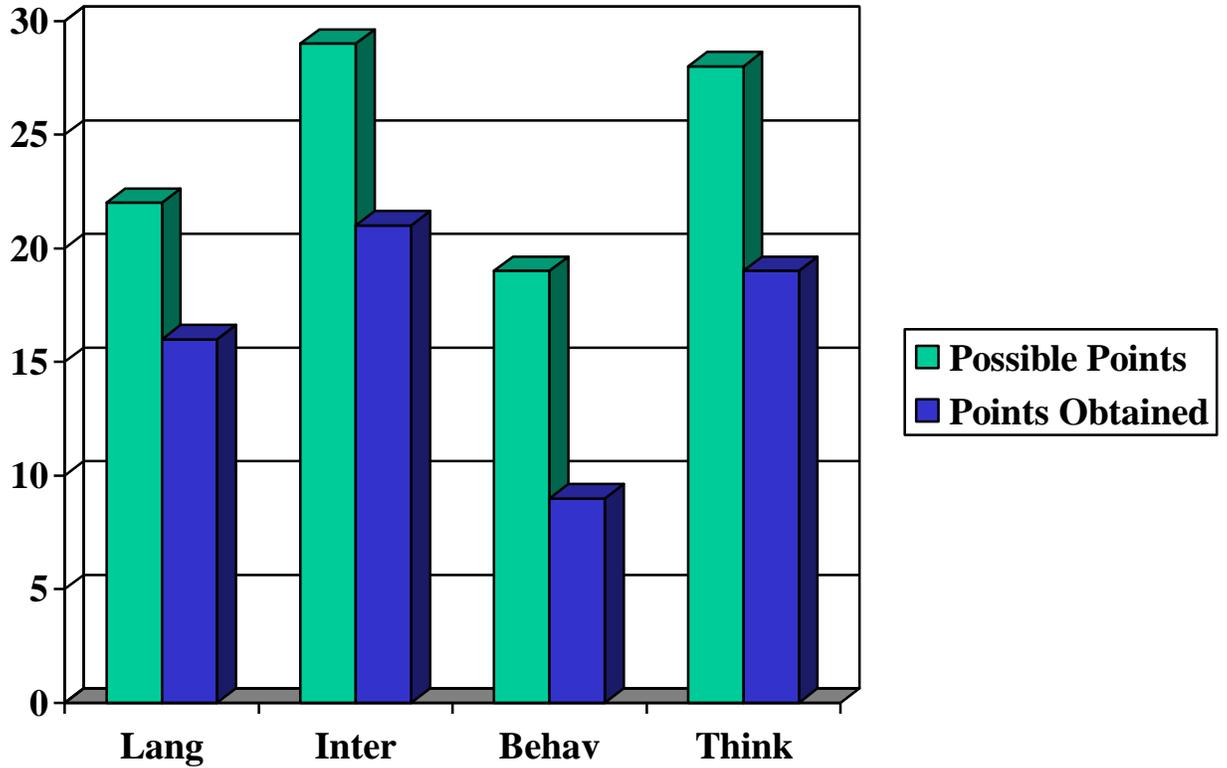
Cindy should be engaging children in open-ended questioning (“Why?” “How?”), she should be encouraging them to transform, reconstruct, plan, problem-solve by using a variety of choices or options.

Family Day Care Rating Scale



Space = **Space and Furnishings for Care and Learning**
Care = **Basic Care**
Lang = **Language and Reasoning**
Learn = **Learning Activities**
Social = **Social Development**
Adult = **Adult Needs**

Arnett



Lang = **Language**
Inter = **Interaction**
Behav = **Behavior Management**
Think = **Higher Order Thinking**

PENNSSTATE



Capital Area Early Childhood Training Institute

Cindy's Individual Profile

Post-Test Spring 2002

*This profile was based on two - three hour observations in the spring of 2001 and the spring of 2002. The observation includes what the researcher recorded, what the researcher saw or the testimony of the family provider. The suggestions are offered to help the family providers improve the overall quality of their family day care home. *

Demographics

Cindy has an associate degree in Community and Human Services and a bachelor's degree from Radford University in Special Education. Cynthia was the Site Supervisor at Lycoming Child Care Services for seven years and worked as a program aid for severe/profound mentally handicap adults for one year. Since Cindy's background is in special education she is comfortable caring for children who have special needs. She also has no problem-accepting children from different cultural and racial backgrounds.

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Family Day Care Rating Scale (FDCRS)

1) Furnishings for Routine Care and Learning

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

2) Furnishings for Relaxation and Comfort

Suggestions for further improvements:

- Have many soft stuffed toys accessible for daily use (Ex. puppets, stuffed animals)
- Provide soft, child-sized furnishings especially for children (Ex. floor cushions, beanbag chairs)

3) Child-Related Display

Improvements since pre-test:

- At least two pieces of artwork for each child is displayed

Suggestions for further improvements:

- Display children's work and other items of interest at their eye level
- Change displays at least monthly to match the children's activities and interests

4) Indoor Space Arrangement

Suggestions for further improvements:

- The area used for childcare should be set at an appropriate temperature (Ex the indoor temperature should be at least 65 and should not exceed 85)
- Arrange indoor space to promote independent use by children of all age groups
- Clearly define two or more play areas
- Make sure the children have adequate storage and space to play at each activity
- Have additional materials organized and available to add to or change play areas

5) Active Physical Play

Improvements since pre-test:

- There are many active physical play materials for each age group
- Materials are provided for children to participate in imaginative play
- A new physical challenge is added each week through a planned activity

6a) Space to be Alone – infants/toddlers

Suggestions for further improvements:

- Plan activities for infant and toddlers that allow them time for play-alone spaces
- Use planned play-alone activities as an opportunity to give each child individual attention and time

6b) Space to be Alone – 2 years and older

Improvements since pre-test:

- Space is set aside that is safe for one or two children to play, while being protected from others

Suggestions for further improvements:

- Use play-alone space to avoid problems or to help children concentrate on an activity
- Provide play-alone activities on a regular basis

7) Arriving/Leaving

Improvements since pre-test:

- Children receive a warm, organized greeting or departure regardless of when they arrive or leave
- Cindy helps children adjust to arriving/leaving

8) Meals/Snacks

Suggestions for further improvements:

- Table should be washed before and after eating
- Carefully organize meal time
- Feed different ages at different times to avoid waiting (Ex. babies are bottle fed before older children eat)
- Encourage children to use their self-help skills at meal/snack
- Sit and talk with children to provide a pleasant social time during meal/snack
- Model appropriate behavior during meal/snack
- Make parents aware of the meal/snack menu

9) Nap/Rest

Improvements since pre-test:

- Nap/rest is scheduled appropriately for different age groups and individual needs of children are met
- There should be adequate space for children to nap/rest
- Cindy helps to sooth and relax children to sleep

10) Diapering/toileting

Suggestions for further improvements:

- Every time after diapering/toileting, Cindy and the child need to both wash their hands
- Diaper/toilet children near a source of hot water
- Use equipment that promotes self-help (child-sized sink, or stools and steps so that the child can reach)
- Promote self-help skills in cleanliness and dressing
- Work with the parents to toilet train children
- Talk in a pleasant, warm tone to the children when diapering/toileting them

11) Personal Grooming

Improvements since pre-test:

- There is an easy place for children to wash their hands and/or faces
- Every child has their own towel and an extra change of clothes
- Children wash their hands before and after meals
- There is extra clothes available to change children

Suggestions for further improvements:

- Pay attention to personal grooming (Ex. wipe children's noses)
- Encourage children to wash their own hands thus, building upon their self-help skills
- Have bibs available for infants and toddlers at mealtime
- Care about children's appearance
- Each child should have their own toothbrush that they use at least once per day
- Plan personal care activities to teach children self-help skills

12) Health

Suggestions for further improvements:

- Arrange for a medical consultant, such as a doctor or nurse, that can help figure out solutions to any health care issues
- There should be a quiet area for sick children available
- Provide health information for parents
- Encourage good health habits and be a good model of health habits

13) Safety

Improvements since pre-test:

- There are no safety hazards present outdoors or indoors
- There is a phone in the home and transportation available for emergency use
- First aid supplies are well-stocked
- Emergency numbers are posted near the phone
- Hot water is managed safely
- Alternate caregiver is available for emergencies

Suggestions for further improvements:

- The alternate caregiver should be familiar with caregiving activities, specific children in home, and emergency plans
- Transportation that includes safety restraints for all children readily available in case of an emergency
- Post emergency exit plans and practice them with the children monthly
- The family day care home should pass a fire safety inspection
- First aid training that includes CPR for children should be taken every two years
- Share safety information with parents
- Teach safety rules to children

14a) Informal Use of Language – infants/toddlers

Improvements since the pre-test:

- Cindy responds to sounds infants make and takes part in verbal play
- Cindy maintains eye contact while talking to children

Suggestions for further improvements:

- Talk to infants and toddler during daily routines about their activities
- Repeat words that toddlers say adding words and/or ideas when appropriate
- Encourage toddlers to use words.

14b) Informal Use of Language - 2 years and older

Improvements since pre-test:

- There is much social talking between Cindy and children
- Language is used to share information with children
- Children's talk is encouraged
- Cindy adds to ideas presented by children
- Cindy helps children enjoy language

Suggestions for further improvements:

- Have an informal conversation with each individual child every day
- Ask preschoolers questions that need longer more complex answers (Ex. why, how, what if)
- Encourage children to use talking to solve problems

15a) Helping Children Understand Language – infants/toddlers

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

15b) Helping Children Understand Language – 2 years and older

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

16) Helping Children Use Language

Improvements since the pre-test:

- In order to help children use language Cindy plans a wide variety of daily activities that encourage talking in each age group
- There are many materials for helping children practice talking accessible for independent use daily
- Cindy uses 2 activities a day to encourage children to talk

17) Helping Children Reason

Improvements since pre-test:

- There are a variety of games and materials in good repair accessible that encourage reasoning concepts
- Cindy works with every child at least once a week on developing reasoning concepts by asking them questions and encouraging them to think
- Cindy provides at least one nature/science/cooking activity each week
- Encourage children throughout the day to reason by pointing out sequences and results of daily events

18) Eye-Hand Coordination

Improvements since pre-test:

- At least eight eye-hand materials in good repair are accessible daily for each age group
- Cindy provides space for children to play with eye-hand materials
- Materials are rotated to maintain the children's interest
- Eye-hand materials are organized in a way that encourages children to play with them independently
- Cindy helps children develop eye-hand skills

19) Art

Improvements since pre-test:

- Crayons and paper, or other drawing materials is accessible daily for free expression
- Cindy plans the use of art materials that need supervision at least three times per week
- Creativity is encouraged, Cindy rarely does projects where children have to copy an example

Suggestions for further improvements:

- Offer two different art activities for preschoolers daily
- Offer at least one 3-dimensional art activity weekly

20) Music and Movement

Improvements since pre-test:

- Space and time is planned daily for music and movement
- Musical experiences are regularly available to children at least 3 times a week
- Cindy sings with children informally daily
- Cindy provides musical experiences for all age groups

Suggestions for further improvements:

- Make accessible a variety of dance props and musical instruments for independent use by children

21) Sand and Water Play

Suggestions for further improvements:

- Provide sand and/or water play at least three times per week

22) Dramatic Play

Improvements since pre-test:

- A variety of dramatic play materials, with accessories are available daily
- There are dramatic play materials accessible to children for both indoor and outdoor use
- There are dramatic play props for more than just housekeeping, including transportation, work roles, and/or adventure
- Organize dramatic play materials for independent use
- Some child-sized furniture should be accessible for children during dramatic play

23) Blocks

Improvements since the pre-test:

- A variety of blocks and accessories are well organized, gathered together, and available for children to use independently

- Space used for block play is away from main traffic areas

24) Use of T.V

Improvements since the pre-test:

- Cindy limits the use of T.V to programs and video games regarded as good for children
- Cindy provides alternative activities while the T.V is on
- Use television as an educational experience
- Join children in viewing, ask questions and add information
- Plan play activities that follow up television programs
- OR choose not to use television at all

25) Schedule of Daily Activities

Improvements since the pre-test:

- Cindy uses daily routines as learning experiences
- Smooth transitions are provided between activities

26) Supervision of Play Indoors and Outdoors

Improvements since the pre-test:

- Cindy interacts frequently with children, discusses ideas, and helps with materials
- Cindy helps children solve conflicts when necessary
- Supervision is suited to the individual needs of the children
- Cindy looks for opportunities both indoors and outdoors to extend learning
- The environment and activities are set up in a way that avoids conflict

27) Tone

Improvements since pre-test:

- Cindy uses physical contact to show affection to all children
- Cindy and the children seem relaxed, their voices are cheerful, and there is a lot of smiling
- Cindy and children show respect and kindness to one another
- Cindy praises children for being helpful to others

28) Discipline

Suggestions for further improvements:

- Think ahead and try to avoid discipline problems
- Handle minor problems before they become serious (Ex. help children share toys before they quarrel)
- Help children find positive solutions to problems through discussion

29) Cultural Awareness

Improvements since pre-test:

- Cindy has dolls from at least 2 racial groups, and at least 2 books or pictures showing different races
- Boys and girls are not limited to traditional roles in choice of play activities

Suggestions for further improvements:

- Show many examples of racial variety in dolls, pictures, and books
- Include holidays and cultural customs of all the children in the group
- People of all ages should be represented in pictures and books
- Encourage boys and girls to choose activities without being limited to traditional roles
- Plan the use of multiracial, multicultural and non-sexist materials (Ex. read books introducing non-traditional roles for women, men, and minorities)

30) Relationship with Parents

Improvements since pre-test:

- Cindy provides daily information reports to parents about their child's day
- Cindy encourages parents to share their skills and knowledge with the child care home

31) Balancing Personal and Caregiving Responsibilities

Suggestions for further improvements:

- Have a substitute available for backup help
- Use household jobs, when possible, in the child care program as learning experiences (allow children to sort clean laundry)
- Coordinate good caregiving activities with family responsibilities

32) Opportunities for Professional Growth

Improvements since pre-test:

- Cindy is an active member of an early childhood or child care professional group
- Cindy participates in professional development programs or activities at least 4 times a year

Arnett Evaluation

The Arnett, unlike the Family Day Care Rating Scale, is a tool that measures interaction between the caregiver and the children. Thirty-five different items are evaluated with 1 equating to “Not at all” and 4 meaning “Very much.” For the twenty-one positive items a score of 3 or 4 is considered a strength and for the fourteen negative items a score of 1 or 2 is considered a strength. A score of a 1 or 2 on a positive item and a score of 3 or 4 on a negative item are areas that need improvement. For this particular evaluation the researcher, for scoring purposes, divided the Arnett into four different subscales; Language, Interaction, Behavior Management, and Higher Order Thinking.

Strengths from the Caregiver Interaction Scale (Arnett)

Cindy is not critical of the children, she does not easily find fault with them, she does not place a high value on obedience, she does not prohibit many of the things the children want to do, and she is not distant or detached from the children. Cindy does not speak to the children with irritation or hostility, instead, she dialogues with the children at a level they can understand, and constantly makes eye contact with them so that the children know that she is interested in their conversation and that she is listening attentively when they speak to her.

Cindy does not threaten the children and try to control them, she expects the children to exercise age appropriate amounts of self-control, and when she punishes the children she explains to them why they are being punished. In fact, Cindy exercises the appropriate amount of control and firmness over the children. Cindy does reprimand the children when they misbehave but she is not unnecessarily harsh.

Cindy encourages the children to try new experiences and activities. Cindy shows the children that she is interested in their activity by spending considerable time being involved with them, by paying positive attention to children as individuals, and by supervising the children closely.

Cindy encourages the children to use symbolic or literary materials, and she encourages the children to use number or spatial concepts. Cindy engages the children in open-ended questioning (“Why?” “How”), she encourages them to transform, reconstruct, plan, problem-solve by using a variety of choices or options.

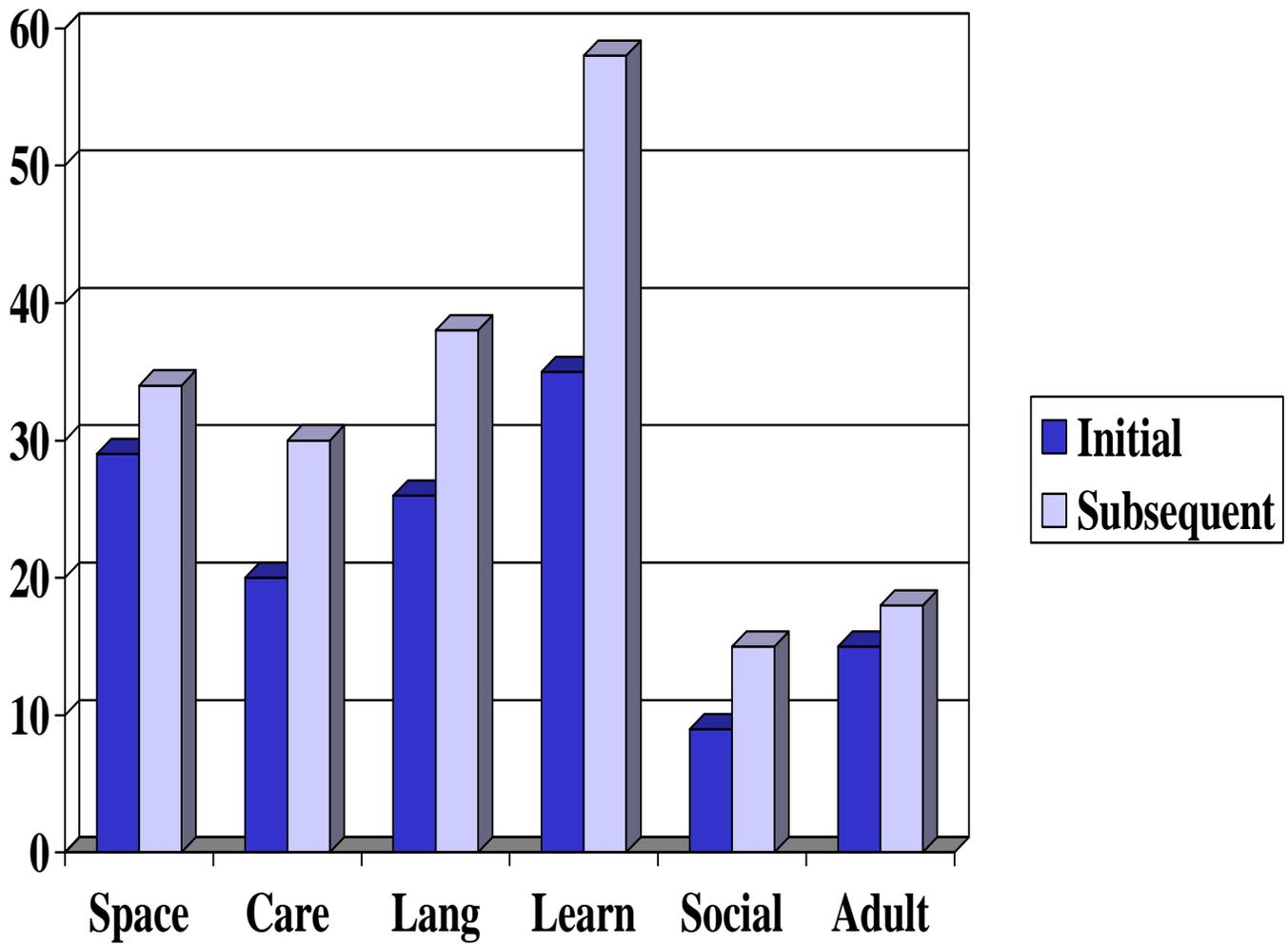
Cindy speaks warmly to the children and she is enthusiastic about their activities and efforts, by doing these two things she shows the children that she enjoys them.

When children misbehave Cindy explains the reason for the rule they are breaking, she should encourages them to solve conflict by using verbalization, she helps them take the viewpoint of others, and encourages children to exhibit prosocial behavior.

Areas for Improvement from the Caregiver Interaction Scale (Arnett)

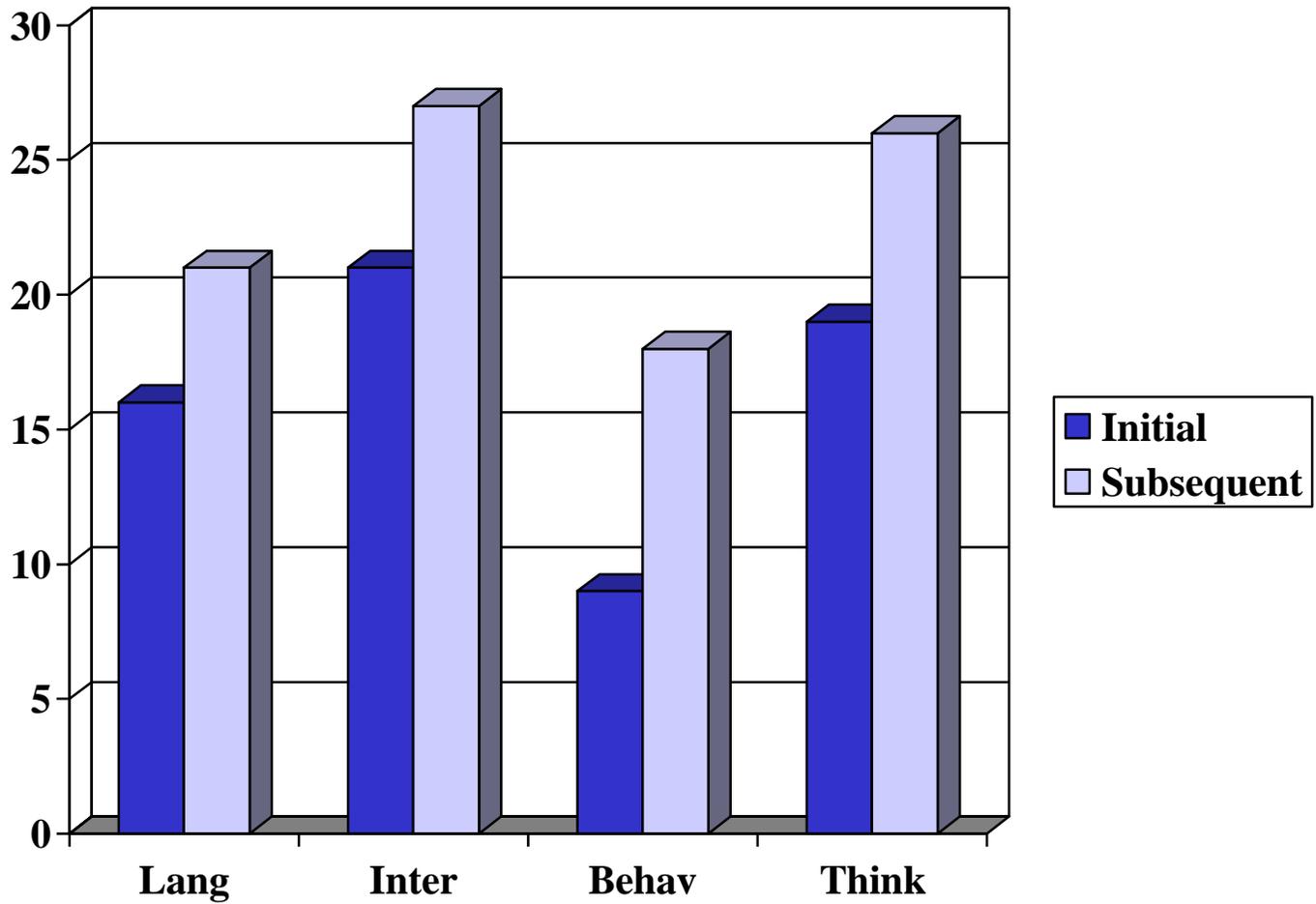
Cindy should encourage peer social interaction by encouraging the children to build together, play, together, dance together, etc...

Family Day Care Rating Scale



Space = **Space and Furnishings for Care and Learning**
Care = **Basic Care**
Lang = **Language and Reasoning**
Learn = **Learning Activities**
Social = **Social Development**
Adult = **Adult Needs**

Arnett



Lang = **Language**
Inter = **Interaction**
Behav = **Behavior Management**
Think = **Higher Order Thinking**

PENNSSTATE



Capital Area Early Childhood Training Institute

Dana's Individual Profile

Spring 2001 – Pre-Test

*This profile was based on one - three hour observation in the spring of 2001. The observation includes what the researcher recorded, what the researcher saw or the testimony of the family provider. The suggestions are offered to help the family providers improve the overall quality of their family day care home. *

Demographics

Dana Fye has two school age children and is a board member of the PTO at their school. Her dream has always been to have her own day care because she loves children and provides activities to them that are both fun and educational. Dana feels that she is a very loving, nurturing, and caring child care provider and she tries to provide the children she cares for a safe and supportive atmosphere so that they are able to learn to the best of their abilities. She says that she will give the children a feeling of self-worth by, “trying not to say anything negative and by changing the direction of children’s behavior if it is negative.”

Dana plans on attending classes so that she can acquire her CDA. She is comfortable working with special needs children and with children from different cultural and racial backgrounds because she believes “children are children.”

Family Day Care Rating Scale Evaluation

The Family Day Care Rating Scale is based on a Likert scale with 1 being the lowest score and 7 the highest score. Concentrating on the environment, this tool uses thirty-two different questions to rate the overall quality of a Family Day Care Home. Scores notated are a reflection of observed behavior. If caregiver implements the suggestions found in this profile it could result in higher scoring.

Family Day Care Rating Scale

1) Furnishings for Routine Care and Learning

Observation:

- Dana's furnishings are child-sized
- Play furniture is child-sized
- Furniture and furnishings do not crowd the childcare area

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

2) Furnishings for Relaxation and Comfort

Observation:

- Dana allows children to use at least one piece of soft furniture in the area used for child care
- There is some carpeted area for children's use

Suggestions:

- Equip home with soft, child-sized furnishings so that children can relax and be comfortable

3) Child-Related Display

Suggestions:

- At least two items of artwork of each child enrolled displayed at the children's eye level so that it sparks their interests
- Displays on walls changed at least monthly
- Displays on walls match the children's current interest and activities

4) Indoor Space Arrangement

Suggestions:

- Arrange space so that two or more play areas are clearly defined
- Adequate storage and space to play at/in each activity
- Arrange indoor space so that different ages of children with different ability areas can participate in play at the same time

5) Active Physical Play

Observation:

- Dana provides the children of all ages with safe outdoor physical play three times per week year-round, except in bad weather
- Clean, safe indoor space is provided for infants and toddlers to crawl and walk around much of the day
- Some materials, all in good repair

Suggestions:

- Many different active play materials available for each age group
- Materials should act as facilitators for imaginative play
- Add a new physical challenge each week through a planned activity

6) Space to be Alone

Observation:

- Play-alone activities are provided regularly for children
- Dana uses play alone space to avoid problems
- Dana uses play-alone space to help children concentrate on an activity

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

7) Arriving/Leaving

Observation:

- All children, regardless of when they leave or come, are given warm, organized greetings and departures
- Dana helps the children adjust to arriving/leaving

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

8) Meals/ Snacks

Suggestions:

- Carefully organize the meal/snack schedule
- Meal/snack time should be consistent and regular
- Feed different ages at different times to avoid confusion
- The food that is prepared should be done so sanitarly
- Make sure that the food served is nutritional
- Keep cooking and eating areas clean and relatively germless
- Do not put children to bed with bottles
- If a child can hold their own bottle, prop their head up or sit them up to drink it
- Sit, eat, and talk with the children during mealtime
- Use meal time as a time to model appropriate behavior and build stronger relationships
- Encourage children to use self-help skills while eating
- Make parents aware of the daily meal/snack schedule

9) Nap/Rest

Suggestions:

- At naptime children should be seen, heard, and able to be assisted in case of an emergency
- Nap scheduled daily and appropriately for different age groups
- Each child should have their own crib, cot, or bed, with clean sheets
- At least two feet between each sleeping child
- Bedding should not be shared among children unless washed
- Children's individual napping needs met (if a child is tired in the morning let the child sleep then, instead of making the child wait until the afternoon to sleep)
- Help the children relax and prepare for nap (rubbing their back or putting on soft music)

10) Diapering/Toileting

Suggestions:

- Dana and the child whose diaper was changed or toileted needs to wash their hands to cut down on germs
- Diapering done near a source of hot water
- Encourage children to use self-help skills in the bathroom by practicing cleanliness and dressing
- Work with parents to toilet train children
- Use diapering and toileting as a time to talk warmly and pleasantly with the children

11) Personal Grooming

Suggestions:

- There should be an easy place for children to wash their hands
- Children's hands washed before and after meals, after toileting, and anytime else throughout the day that their hands come in contact with germs
- Children should each have their own washcloth and set of extra clothes available in case they need to be changed
- Care for the children's appearance (bibs available for infants and toddlers at mealtime)
- Encourage self-help in personal grooming
- Plan to teach children personal grooming skills
- Each child should brush their teeth with their own toothbrush daily

12) Health

Observation:

- Dana cuts down on the spread of germs and illness throughout the day
- Dana shows an awareness of children's health status by recording special health problems and using this information in planning
- Parents whose children are in Dana's care are made aware of rules for attendance during illness
- Medication is only given with parents written permission

Suggestions:

- Arrange for a medical consultant (nurse or doctor) to handle child care questions
- Have a quiet area available for children that are sick
- Provide health information to parents
- Encourage good health habits
- Model good health practices

13) Safety

Observation:

- Push pins on the bulletin board

Suggestions:

- Remove push pins from the bulletin board
- Make sure no safety problems exist indoors or outdoors
- Access to transportation with safety restraints
- An alternate caregiver who knows the routine and the children in case of an emergency should be available
- First aid supplies should be well-stocked, ready for use
- Emergency numbers posted
- Home should have passed an official fire safety inspection
- Emergency exit plans posted and practiced monthly with children
- Hot water managed carefully
- Dana should have two years of first aid training and should be trained in child CPR
- Share safety information with parents and teach children safety rules

14) Informal Use of Language

Observation:

- Dana makes sure to have individualized conversation with each child in her care everyday
- Children are encouraged to use talking to solve their problems
- Dana asks the children open-ended questions which require longer, more complex answers

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

15) Helping Children Understand Language

Observation:

- Dana adds materials to the environment at least once a month
- Dana helps children improve their understanding of language throughout the day

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

16) Helping Children Use Language

Observation:

- Dana's daily plans provide a wide variety of activities to encourage talking in each age group

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

17) Helping Children Reason

Observation:

- Dana has some reasoning materials present and used by the children
- Dana uses daily experiences to help children learn concepts of size, shape, color, number, and relationship

Suggestions:

- Work with every child on appropriate reasoning games at least once a month (puzzles for toddlers, measuring cups with preschoolers)
- Encourage children to reason throughout the day by pointing out the sequence and results of daily events

18) Eye-Hand Coordination

Observation:

- There is a variety (at least 8 materials for each age group) of eye-hand coordination materials accessible daily
- The eye-hand materials are in good repair
- Dana provides space for the children to play with eye-hand materials

Suggestions:

- Rotate eye-hand materials to maintain the children's interest
- Organize materials to encourage self-help
- Help children develop eye-hand coordination skills

19) Art

Observation:

- Crayons and paper, or other drawing materials are accessible daily for free expression
- Art materials requiring supervision are planned at least three times a week
- Dana encourages creativity, she very rarely has children copy from an example

Suggestions:

- Offer at least two different art activities to preschoolers daily
- Include at least one three-dimensional art material per week

20) Music and Movement

Observation:

- Dana provides space and time daily for music and movement
- A variety of dance props and musical instruments are accessible for independent use by the children

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

21) Sand and Water Play

Suggestions:

- Provide sand or water play at least three times a week year round
- Offer a variety of toys when playing in the sand/water
- Rotate sand/water toys

22) Dramatic Play

Observation:

- Dramatic play materials are well organized for independent use
- There is some child-sized play furniture

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

23) Blocks

Observation:

- Some blocks and accessories were available

Suggestions:

- A variety of blocks and accessories should be well organized (labeled, separate boxes for different blocks)
- Gather together all blocks and block accessories to form one block area
- Make blocks available for independent daily use
- Place block play out of high traffic areas

24) Use of T.V

Observation:

- Dana limits the use of television to programs and video games regarded as good for children
- When the television is on, alternative activities are provided for children

Suggestions:

- Use T.V as an educational experience
- Join children in viewing, ask questions, add information
- Plan play activities that follow up on T.V programs
- OR choose not to use T.V at all

25) Schedule of Daily Activities

Observation:

- The daily schedule permits Dana to successfully handle the basic routines for each age group
- Dana provides play activities as part of the daily schedule along with routines

Suggestions:

- Use daily routines as learning experiences
- Provide smooth transitions between activities

26) Supervision of Play Indoors and Outdoors

Observation:

- Dana interacts frequently with children, discusses ideas, and helps with materials
- Dana helps children solve conflicts when necessary
- Supervision is suited to the children's individual needs

Suggestions:

- Look for chances to extend learning
- Carefully set up activities to avoid conflict

27) Tone

Observation:

- Dana and the children talk in a tone that shows respect for one another
- Dana praises the children for being kind and helpful to others

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

28) Discipline

Observation:

- Dana thinks and plans ahead to avoid discipline problems
- Dana handles minor problems before they become serious
- When a problem does occur Dana helps children find positive solutions through discussion

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

29) Cultural Awareness

Suggestions:

- Show children many examples of cultural diversity (dolls, pictures and books)
- People of all ages should be represented
- Allow children to involve themselves in play activities that are not limited to traditional or stereotypical roles
- Include holidays and cultural customs of all children in the group
- Plan the use of multicultural, multiracial, and non-sexist materials

30) Relationship with parents

Observation:

- Dana gives daily information reports to parents about their child's activities
- Dana encourages parents to share their skills and interests with the childcare home

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

31) Balancing Personal and Caregiving Responsibilities

Suggestions:

- Use household jobs, when possible, in childcare program as learning activities
- Coordinate care-giving activities with family responsibilities (let children sort and fold clean clothes)

32) Opportunities for Professional Growth

Observation:

- Dana is an active member of an early childhood or childcare professional group
- Dana participates in professional development programs or activities at least four times a year

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

Arnett Evaluation

The Arnett, unlike the Family Day Care Rating Scale, is a tool that measures interaction between the caregiver and the children. Thirty-five different items are evaluated with 1 equating to “Not at all” and 4 meaning “Very much.” For the twenty-one positive items a score of 3 or 4 is considered a strength and for the fourteen negative items a score of 1 or 2 is considered a strength. A score of a 1 or 2 on a positive item and a score of 3 or 4 on a negative item are areas that need improvement. For this particular evaluation the researcher, for scoring purposes, divided the Arnett into four different subscales; Language, Interaction, Behavior Management, and Higher Order Thinking.

Strengths from the Caregiver Interaction Scale (Arnett)

Dana speaks warmly to the children, without irritation or hostility, and enjoys being with the children. During her many conversations with the children she gets down to their eye level, speaks at a level they can understand, and listens attentively to what the children have to say during the conversation.

Dana encourages the children to exhibit prosocial behavior by paying positive attention to the children as individuals, helping the children take the viewpoint of others, encouraging verbal behavior of conflict resolution, and by encouraging peer social interaction. She also ensures positive social interaction by supervising the children closely.

Dana's behavioral expectations for the children are age appropriate. When children do misbehave she explains the reason for the rule, how they are breaking the rule and why their behavior is unacceptable. Dana does exercise firmness when necessary but she is not unnecessarily harsh or rude when scolding or prohibiting the children.

Dana is not critical of the children, she is not distant or detached, nor does she easily find fault with the children in her care.

Dana encourages the children to participate in a variety of activities including symbolic and literary materials. Dana does not prohibit the children from doing many of the activities they enjoy, instead, she joins the children in their activity and is interested in what they are learning and experiencing and further encourages them to try new experiences by using methods such as open-ended inquiry.

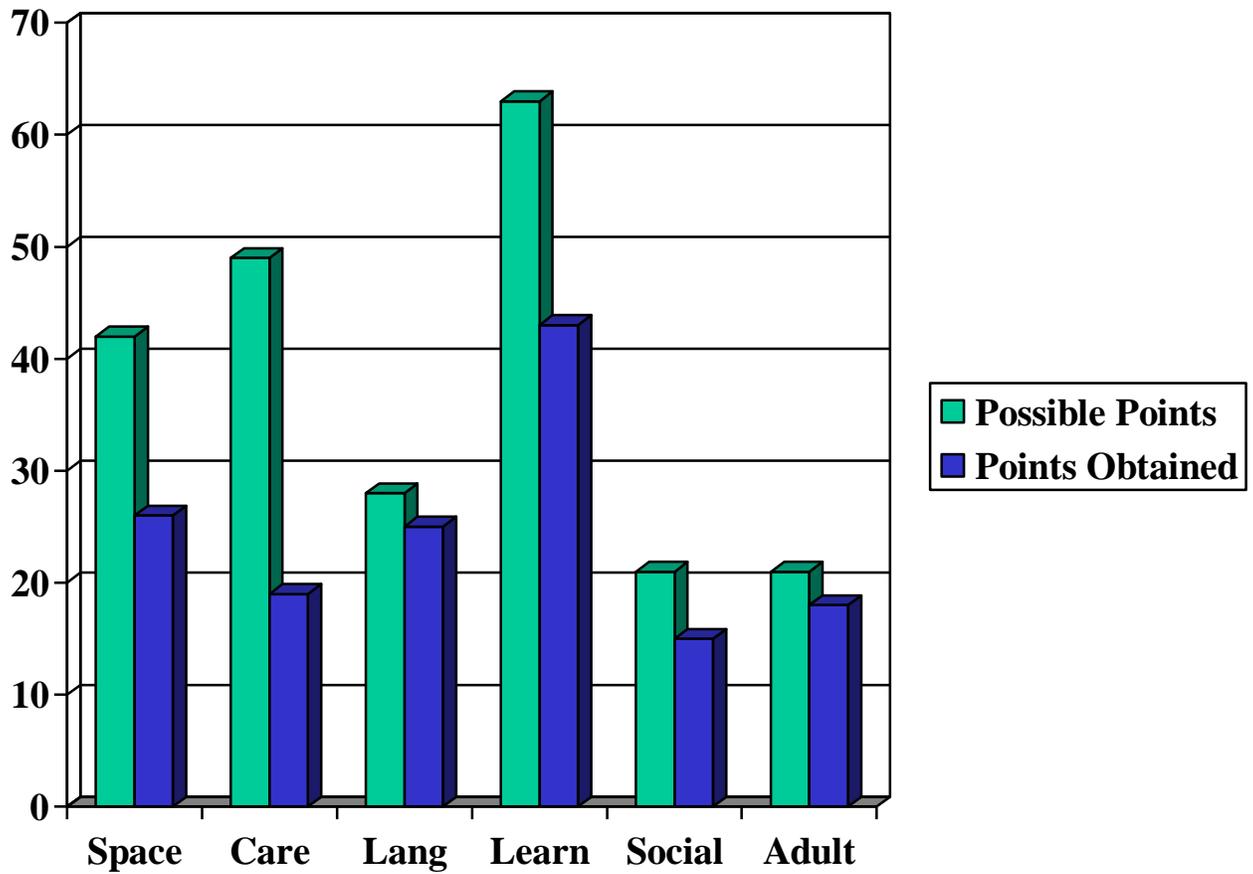
Dana does not threaten or discipline the children in attempt to control them nor does she have inappropriate expectations about the children's level of self-control.

Areas for Improvement from the Caregiver Interaction Scale (Arnett)

Through interactions, modeling, and open-ended questions Dana should encourage children to transform, reconstruct, plan, and problem solve. For example, if a child's block tower falls down, Dana should help the child plan an alternate way to make the tower so it does not collapse again.

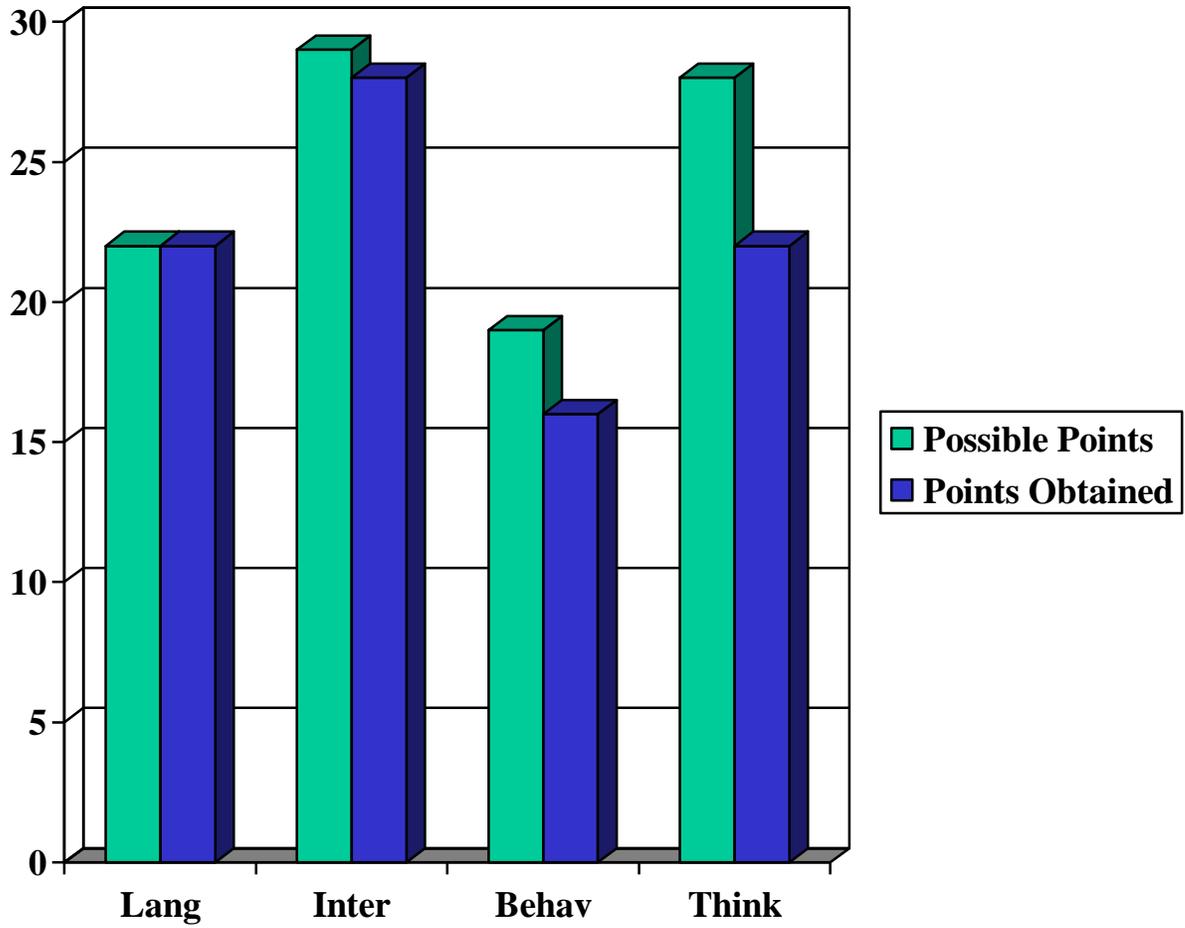
Dana should encourage numbers and spatial concepts. Putting large buttons in a clear plastic container and letting children estimate the number of buttons by counting, shaking, holding, or rolling them would help children build both spatial and number concepts.

Family Day Care Rating Scale



Space = **Space and Furnishings for Care and Learning**
Care = **Basic Care**
Lang = **Language and Reasoning**
Learn = **Learning Activities**
Social = **Social Development**
Adult = **Adult Needs**

Arnett



Lang = **Language**
Inter = **Interaction**
Behav = **Behavior Management**
Think = **Higher Order Thinking**

PENNSSTATE



Capital Area Early Childhood Training Institute

Dana's Individual Profile

Spring 2002 – Post-Test

*This profile was based on two - three hour observation in the spring of 2001 and the Spring of 2002. The observation includes what the researcher recorded, what the researcher saw or the testimony of the family provider. The suggestions are offered to help the family providers improve the overall quality of their family day care home. *

Demographics

Dana Fye has two school age children and is a board member of the PTO at their school. Her dream has always been to have her own day care because she loves children and provides activities to them that are both fun and educational. Dana feels that she is a very loving, nurturing, and caring child care provider and she tries to provide the children she cares for a safe and supportive atmosphere so that they are able to learn to the best of their abilities. She says that she will give the children a feeling of self-worth by, “trying not to say anything negative and by changing the direction of children’s behavior if it is negative.”

Dana plans on attending classes so that she can acquire her CDA. She is comfortable working with special needs children and with children from different cultural and racial backgrounds because she believes “children are children.”

Family Day Care Rating Scale Evaluation

The Family Day Care Rating Scale is based on a Likert scale with 1 being the lowest score and 7 the highest score. Concentrating on the environment, this tool uses thirty-two different questions to rate the overall quality of a Family Day Care Home. Scores notated are a reflection of observed behavior. If caregiver implements the suggestions found in this profile it could result in higher scoring.

Family Day Care Rating Scale

1) Furnishings for Routine Care and Learning

- The quality of care for this item was at an optimum level for both the pre-test and post-test, please, continue to maintain the same high standards

2) Furnishings for Relaxation and Comfort

Improvements since the pre-test:

- Children are allowed to use 2 or more soft pieces of furniture in area used for child care
- Many soft stuffed toys for daily use
- Soft, child-sized furnishings provided especially for children

3) Child-Related Display

Improvements since pre-test:

- At least two items of artwork of each child enrolled displayed at the children's eye level
- Displays on walls changed at least monthly to match the children's current interest and activities
- Many items of interest to children on child's eye level or where children are held up to see

4) Indoor Space Arrangement

Improvements since pre-test:

- Space is arranged so that two or more play areas are clearly defined
- There is adequate storage and space to play at/in each activity
- Indoor space is arranged so that different ages of children with different ability areas can participate in play at the same time
- Room arrangement promotes independent use by children
- Additional materials are organized and available to add to or change play areas

5) Active Physical Play

Improvements since pre-test:

- There are many different active play materials available for each age group
- Materials act as facilitators for imaginative play
- A new physical challenge is added each week through a planned activity

6) Space to be Alone

- The quality of care for this item was at an optimum level for both the pre-test and post-test, please, continue to maintain the same high standards

7) Arriving/Leaving

- The quality of care for this item was at an optimum level for both the pre-test and post-test, please, continue to maintain the same high standards

8) Meals/ Snacks

Improvements since pre-test:

- Well balanced meals/snacks are served on a regular schedule

Suggestions for further Improvements:

- Keep cooking and eating areas clean and relatively germless (Ex. clean and sanitize table each time, before and after using it)
- Carefully organize meal time (Ex. prepare meal and time ahead of time)
- The food that is prepared should be done so sanitarily
- Encourage children to use their self-help skills (Ex. children set table, help prepare food, pour and serve when able)
- Feed different ages at different times to avoid confusion and waiting
- Make sure that the food served is nutritional
- Sit, eat, and talk with the children during mealtime
- Use meal time as a time to model appropriate behavior and build stronger relationships
- Make parents aware of the daily meal/snack schedule

9) Nap/Rest

Improvements since pre-test:

- At naptime children are seen, heard, and able to be assisted in case of an emergency
- Nap is scheduled daily and appropriately for different age groups
- Each child has their own crib, cot, or bed, with clean sheets
- There is at least two feet between each sleeping child
- Bedding should not be shared among children unless washed
- Children's individual napping needs met
- Nap/rest is scheduled daily
- Children are helped to relax and prepare for nap

10) Diapering/Toileting

Improvements since the pre-test:

- Dana and the child whose diaper was changed or toileted wash their hands with soap to cut down on germs
- Equipment promotes self-help
- Diapering is done near a source of hot water
- Dana encourages children to use self-help skills in the bathroom by practicing cleanliness and dressing
- Dana works with parents to toilet train children
- Dana uses diapering and toileting as a time to talk warmly and pleasantly with the children

11) Personal Grooming

Improvements since pre-test:

- There is an easy place for children to wash their hands
- Children's hands washed before and after meals, after toileting, and anytime else throughout the day that their hands come in contact with germs
- Children each have their own washcloth and set of extra clothes available in case they need to be changed
- Care is given to children's appearance
- Dana encourages self-help in personal grooming
- Personal care activities are planned to teach children personal grooming skills
- Each child should brush their teeth with their own toothbrush daily

12) Health

Suggestions for further improvements:

- Caregiving areas need to be kept sanitized and clean (Ex. if there is human or pet feces on the floor the area needs to be sanitized then cleaned before children can play their again)
- Arrange for a medical consultant (nurse or doctor) to handle child care questions
- Have a quiet area available for children that are sick
- Provide health information to parents
- Encourage good health habits
- Model good health practices

13) Safety

Suggestions for further improvements:

- An alternate caregiver who knows the routine and the children in case of an emergency should be available
- Make sure no safety problems exist indoors or outdoors
- Access to transportation with safety restraints
- First aid supplies should be well-stocked, ready for use
- Emergency numbers posted
- Home should have passed an official fire safety inspection
- Emergency exit plans posted and practiced monthly with children
- Hot water managed carefully
- Dana should have two years of first aid training and should be trained in child CPR
- Share safety information with parents and teach children safety rules

14) Informal Use of Language

- The quality of care for this item was at an optimum level for both the pre-test and post-test, please, continue to maintain the same high standards

15) Helping Children Understand Language

- The quality of care for this item was at an optimum level for both the pre-test and post-test, please, continue to maintain the same high standards

16) Helping Children Use Language

- The quality of care for this item was at an optimum level for both the pre-test and post-test, please, continue to maintain the same high standards

17) Helping Children Reason

Improvements since pre-test:

- A variety of reasoning games are accessible and in good repair
- When children are using materials, Dana helps children think by talking about shape, size, etc...
- At least one nature/science/cooking activity is done each week
- Dana works with every child on appropriate reasoning games at least once a month
- Children are encouraged to reason throughout the day by pointing out the sequence and results of daily events

18) Eye-Hand Coordination

Improvements since pre-test:

- Eye-hand materials are rotated to maintain the children's interest
- Materials are organized to encourage self-help
- Dana helps children develop eye-hand coordination skills

19) Art

Improvements since pre-test:

- Dana offers at least two different art activities to preschoolers daily
- At least one three-dimensional art material included every week

20) Music and Movement

- The quality of care for this item was at an optimum level for both the pre-test and post-test, please, continue to maintain the same high standards

21) Sand and Water Play

Improvements since pre-test:

- Sand or water play is provided at least three times a week year round
- A variety of toys is offered when playing in the sand/water
- Sand/water toys are rotated

22) Dramatic Play

- The quality of care for this item was at an optimum level for both the pre-test and post-test, please, continue to maintain the same high standards

23) Blocks

Improvements since the pre-test:

- A variety of blocks and accessories are well organized
- All blocks and block accessories are gathered together to form one block area
- Blocks are available for independent daily use
- Block play space is out of high traffic areas

24) Use of T.V

Improvements since pre-test:

- T.V is used as an educational experience
- Dana joins children in viewing, ask questions, add information
- Dana plans play activities that follow up on T.V programs
- OR Dana chooses not to use T.V at all

25) Schedule of Daily Activities

Improvements since pre-test:

- Dana uses daily routines as learning experiences

Suggestions for further improvements:

- Provide smooth transitions between activities (Ex. do a finger play with children while they are waiting for lunch)

26) Supervision of Play Indoors and Outdoors

Improvements since pre-test:

- Dana looks for chances to extend learning
- Activities are carefully set up to avoid conflict

27) Tone

- The quality of care for this item was at an optimum level for both the pre-test and post-test, please, continue to maintain the same high standards

28) Discipline

- The quality of care for this item was at an optimum level for both the pre-test and post-test, please, continue to maintain the same high standards

29) Cultural Awareness

Improvements since pre-test:

- Children are shown many examples of cultural diversity
- People of all ages are represented
- Children are able to involve themselves in play activities that are not limited to traditional or stereotypical roles
- Holidays and cultural customs of all children in the group are included
- Dana plans the use of multicultural, multiracial, and non-sexist materials

30) Relationship with parents

- The quality of care for this item was at an optimum level for both the pre-test and post-test, please, continue to maintain the same high standards

31) Balancing Personal and Caregiving Responsibilities

Suggestions for further improvements:

- Have a substitute available as backup help
- Coordinate care-giving activities with family responsibilities (let children sort and fold clean clothes)
- Use household jobs, when possible, in childcare program as learning activities

32) Opportunities for Professional Growth

- The quality of care for this item was at an optimum level for both the pre-test and post-test, please, continue to maintain the same high standards

Arnett Evaluation

The Arnett, unlike the Family Day Care Rating Scale, is a tool that measures interaction between the caregiver and the children. Thirty-five different items are evaluated with 1 equating to “Not at all” and 4 meaning “Very much.” For the twenty-one positive items a score of 3 or 4 is considered a strength and for the fourteen negative items a score of 1 or 2 is considered a strength. A score of a 1 or 2 on a positive item and a score of 3 or 4 on a negative item are areas that need improvement. For this particular evaluation the researcher, for scoring purposes, divided the Arnett into four different subscales; Language, Interaction, Behavior Management, and Higher Order Thinking.

Strengths from the Caregiver Interaction Scale (Arnett)

Dana speaks warmly to the children, without irritation or hostility, and enjoys being with the children. During her many conversations with the children she gets down to their eye level, speaks at a level they can understand, and listens attentively to what the children have to say during the conversation.

Dana encourages the children to exhibit prosocial behavior by paying positive attention to the children as individuals, helping the children take the viewpoint of others, encouraging verbal behavior of conflict resolution, and by encouraging peer social interaction. She also ensures positive social interaction by supervising the children closely and by encouraging children to transform, reconstruct, plan, and problem solve.

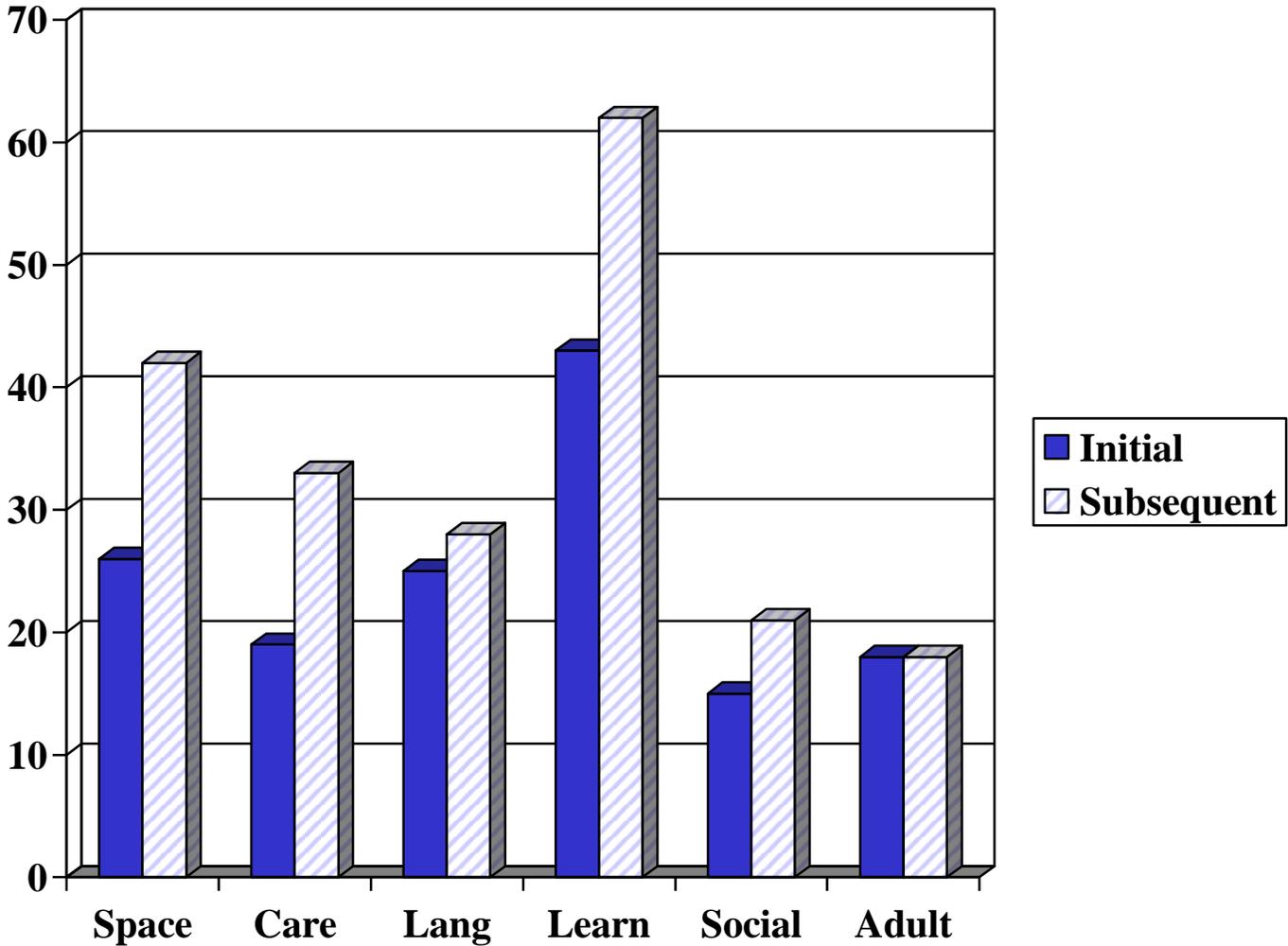
Dana's behavioral expectations for the children are age appropriate. When children do misbehave she explains the reason for the rule, how they are breaking the rule and why their behavior is unacceptable. Dana does exercise firmness when necessary but she is not unnecessarily harsh or rude when scolding or prohibiting the children.

Dana is not critical of the children, she is not distant or detached, nor does she easily find fault with the children in her care.

Dana encourages the children to participate in a variety of activities including symbolic and literary materials and number and spatial concepts. Dana does not prohibit the children from doing many of the activities they enjoy, instead, she joins the children in their activity and is interested in what they are learning and experiencing and further encourages them to try new experiences by using methods such as open-ended inquiry.

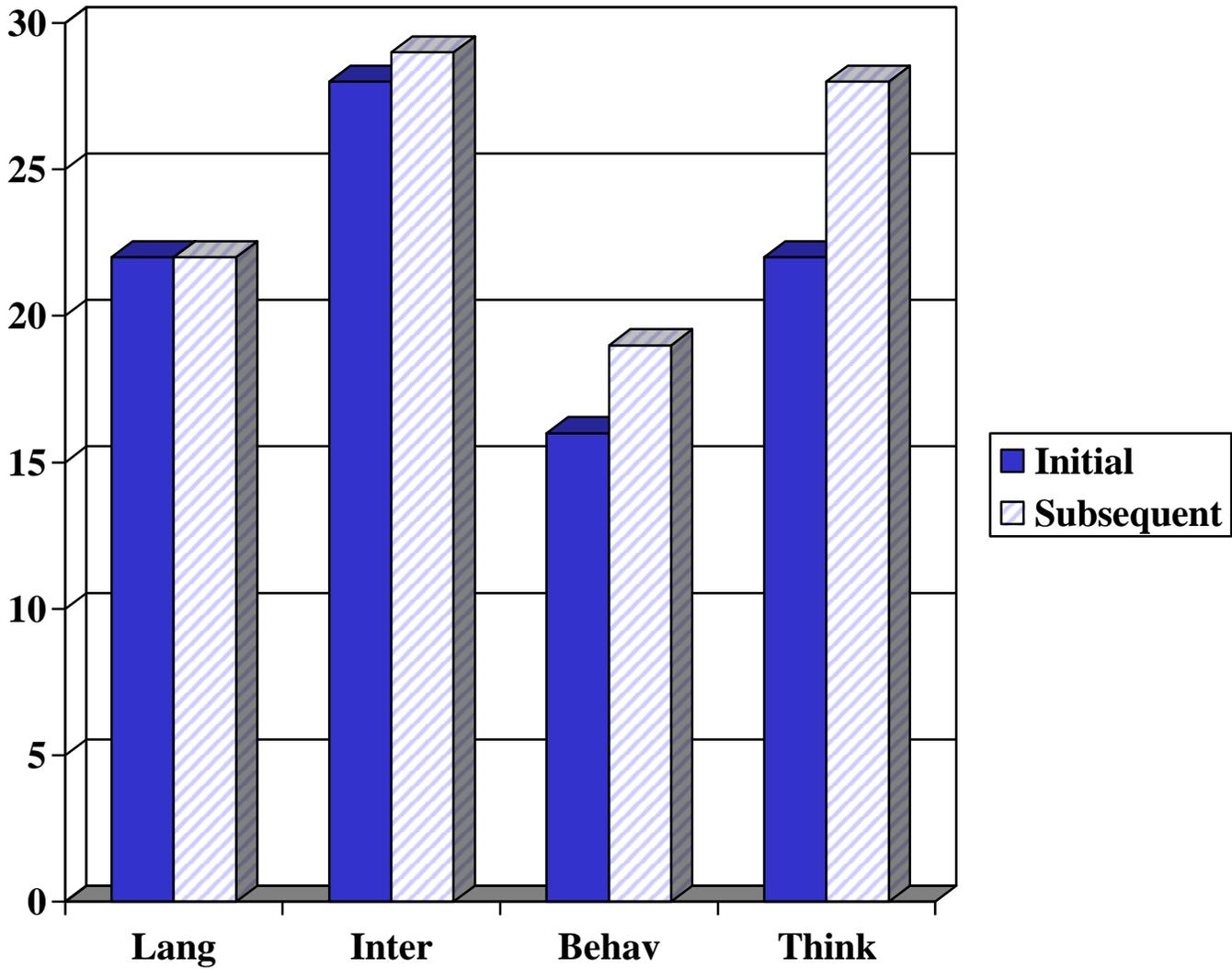
Dana does not threaten or discipline the children in attempt to control them nor does she have inappropriate expectations about the children's level of self-control.

Family Day Care Rating Scale



Space = **Space and Furnishings for Care and Learning**
Care = **Basic Care**
Lang = **Language and Reasoning**
Learn = **Learning Activities**
Social = **Social Development**
Adult = **Adult Needs**

Arnett



Lang = **Language**
Inter = **Interaction**
Behav = **Behavior Management**
Think = **Higher Order Thinking**

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Capital Area Early Childhood Training Institute

Linda's Individual Profile

Pre-Test Spring 2001

*This profile was based on one - three hour observation in the spring of 2001. The observation includes what the researcher recorded, what the researcher saw or the testimony of the family provider. The suggestions are offered to help the family providers improve the overall quality of their family day care home. *

Demographics

Infants are Linda's favorite age group; she says, "I love babies!" She has been watching children ever since she was a teenager and has been a family day care provider since 1988. Linda believes that the most important thing a child care provider can do for children is provide them with security, love, teach them how to share, and how to get along with other children. She gives children a feeling of self-worth by encouraging them when they are doing something, teaching them to be nice to each other, and by complimenting them.

Linda is a Boy Scout Committee member and she will be attending classes to obtain her CDA. She has no problem accepting special needs children or children from different cultural/racial backgrounds.

Family Day Care Rating Scale Evaluation

The Family Day Care Rating Scale is based on a Likert scale with 1 being the lowest score and 7 the highest score. Concentrating on the environment, this tool uses thirty-two different questions to rate the overall quality of a Family Day Care Home. Scores notated are a reflection of observed behavior. If caregiver implements the suggestions found in this profile it could result in higher scoring.

Family Day Care Rating Scale

1) Furnishings for Routine Care and Learning

Observation:

- Linda had enough pieces of furniture to meet the basic needs of all children
- Some furnishings were used for play activities
- Furnishings were safe and in good repair
- Children had a place to store their own things

Suggestions:

- Furniture used for child care routines and play activities should be child sized
- Furniture should not crowd space used for child care

2) Furnishings for Relaxation and Comfort

Observation:

- Linda allowed children to use at least one piece of soft furniture in the child care area
- There was some carpeted area for the children's use

Suggestions:

- Two or more soft, child-sized furnishings provided for the children
- Many soft stuffed toys accessible to the children for daily use
- Provide positive body contact to children (rocking, hugging)

3) Child-Related Display

Suggestions:

- Much of the children's artwork and many items of the children's interest displayed at the children's eye level
- Display changed at least monthly to match the children's interest and activities

4) Indoor Space Arrangement

Observation:

- Indoor space was crowded

Suggestions:

- Adequate space is set aside and well arranged for children to use (crawling space for infants, play space for toddler and preschoolers)
- Space cleared of breakable objects and other “no-no’s” so that children can play with few restrictions
- Area used for child care should have good light, ventilation, and temperature control
- Two or more play areas, with adequate storage and space, clearly defined and should be set up so that children of different ages can use it at the same time
- Additional materials organized and available to add to or change play areas
- The room arrangement should promote independent use by children

5) Active Physical Play

Observation:

- Linda provides children of all ages with safe outdoor play at least three times per week, year-round
- Linda provides infants and toddlers with clean, safe indoor space to walk and crawl around most of the day
- There are some materials, all in good repair

Suggestions:

- Provide many materials for each age group that stimulate a variety of large muscle skills
- Outdoor space used by children 1 –3 hours daily year-round except in bad weather and during bad weather physical play should be provided indoors for all children
- A new physical challenge added each week through a planned activity
- Materials provided for toddlers and preschoolers to promote imaginative play

6a) Space to be Alone – Infants/Toddlers

Observation:

- Linda provides space for infants and toddlers to be alone and protected from other children
- Linda removes infant/toddler from alone space within a half an hour, or sooner if child seems unhappy or bored
- Linda interacts with each child, while playing alone, at least every ten minutes

Suggestions:

- Interact with infants/toddlers placed alone more than once every ten minutes (smile or talk to child, bring child new or different toy)
- Plan play-alone activities for infants/toddlers and use the time to give the children her individualized time and attention

6b) Space to be Alone – 2 years and older

Suggestions:

- Allow children to find space, on a regular basis, where they can be alone
- Space set aside for one or two children to play alone without interruption
- Use play-alone space to avoid problems or to help children concentrate on an activity

7) Arriving/Leaving

Observations:

- Linda greeted some children
- There was some interaction and talking with parents

Suggestions:

- Greet and say goodbye, in a warm and organized way, to every child
- Parents greeted as well as children
- Use arriving/leaving time to share information with parents
- Help children adjust to arriving/leaving

8) Meals/Snacks

Observation:

- Meals/snacks were well-balanced and served on a regular basis
- Cooking and eating area was clean
- Linda sanitarily prepared food
- Infants were helped when being bottle feed, toddler heads were propped when holding bottle
- Infants and toddlers were not put to bed with bottles

Suggestions:

- Sit with children when eating to ensure that meal/snack time is a pleasant social time
- Encourage children to use their self-help skills while eating
- Carefully organize meal time to avoid possible problems
- Different ages could be fed at different times to avoid waiting (babies are bottle fed while older children are engaged in another activity and then are feed later)

9) Nap/Rest

Observation:

- A child naps in the living room chair

Suggestions:

- Each child should have their own crib or cot that they sleep or rest on
- Each child should have their own blankets for napping/resting
- Nap/rest scheduled appropriately for different age groups and for individual children
- Adequate spacing between children for napping/resting (at least two feet between each child)
- Help children relax and help them prepare for nap/rest

10) Diapering/Toileting

Observation:

- A baby was changed on the floor
- Hand washing was done in the kitchen sink

Suggestions:

- Children should only be changed on the floor with a mat beneath them
- Promote self-help in cleanliness and dressing skills to the children
- Change children in a sanitary diapering/toileting area where a sink is easily accessible to both her and the children
- After diapering/toileting the area should be cleaned and sanitized
- Linda and the child need to wash their hands to cut down the spread of germs
- Check and change diapers
- If a child does have an accident handle it calmly and should work with parents to toilet train children
- The equipment in the toileting/diapering area should promote self-help
- Use diapering/toileting as a time to talk with and relate warmly to children.

11) Personal Grooming

Suggestions:

- Pay attention to the children's personal appearance
- There should be an easy, accessible place for children to wash their hands
- Children should wash hands before and after meals, after going to the bathroom, or after being changed
- Extra clothes should be available for children
- Each child should have their own wash cloth and towel (or disposable paper towels)
- Encourage children to use self-help skills in personal grooming
- Have bibs available for younger children for snack/meal time
- Children should brush their teeth with their individual toothbrush at least once a day
- Plan to teach children personal care activities.

12) Health

Observation:

- Linda has a yearly health exam
- Caregiving areas are clean
- Linda has emergency care and health information for each child
- Linda reports and suspected cases of child abuse

Suggestions:

- Pair up with a medical consultant, such as a local doctor or nurse practitioner, to handle childcare questions about health
- Have a quiet area for sick children available
- Provide health information for parents
- Encourage good health habits and be a good model of healthful practices.

13) Safety

Observation:

- Medicine was left on the counter

Suggestions:

- Medications should be locked up, out of the children's reach with the key in a separate place, children should never be able to reach medication even if in a child proof bottle
- There should be no obvious safety problems or hazards indoors or outdoors
- Transportation with car safety restraints for all children should be available
- An alternate caregiver who knows the children and their routines
- Linda's first aid supplies should be well-stocked and ready for use
- Emergency numbers should be posted near the phone
- Emergency plans should also be posted and practiced at least monthly
- Hot water should be managed safely
- Linda's should have passed the fire safety inspection
- Linda should have received first aid training along with CPR for children in the last two years
- She should share safety information with parents and should teach children safety rules

14) Informal use of Language

Observation:

- There is some social talking occurring between Linda and the children

Suggestions:

- Enhance the children's use of informal language by talking to the children during routines about their activities
- Repeat what they say adding words and ideas when appropriate
- Encourage all children to use words

15) Helping Children Understand Language

Observation:

- Linda has at least eight books suitable for children
- Books and other materials are used at least three times a week to help children understand language
- Linda names some objects or pictures for the children

Suggestions:

- To help children understand language have at least 12 books available for infants/toddlers and 20 books available for children two and over
- Name many objects, talk about pictures, say nursery rhymes, and sing songs
- Linda should plan and carry out at least one language activity for each child daily
- Work on improving the children's understanding of language all day long

16) Helping Children use Language

Suggestions:

- Help children use language by providing them with many materials to practice independent talking daily
- Use two activities each day that encourage children to talk
- Daily plans should provide a wide variety of activities to encourage talking in each age group

17) Helping Children Reason

Suggestions:

- A variety of games and materials accessible and in good repair that help children reason
- While children are playing with materials that encourage reasoning (shape sorters, puzzles) help children think by talking about shape, size etc...
- Plan at least one nature/science/cooking activity each week
- Work with every child on developing reasoning concepts at least once a week
- Encourage the children to reason throughout the day by pointing out the sequence and results of daily events

18) Eye-Hand Coordination

Suggestions:

- At least eight eye-hand materials for each age group, in good repair, accessible daily
- Space provided in the home to investigate and explore eye-hand coordination materials
- Eye-hand materials rotated to maintain interest
- Materials organized to encourage self-help
- Assist children in developing eye-hand coordination by helping them use scissors, pegboards, puzzles etc...

19) Art

Observation:

- Linda uses some art materials, including drawing, twice a week

Suggestions:

- Crayons and paper and other drawing materials accessible daily for free expression
- At least two different art activities offered to preschoolers daily
- 3-dimensional art activities offered at least once per week
- Art materials needing supervision planned at least three times per week
- Encourage the children's artistic creativity, children should not participate in art that they have to copy an example because this type of art inhibits creativity

20) Music and Movement

Suggestions:

- Provide space and time for music and movement experiences daily for all age groups
- Sing informally with children daily
- A variety of dance props and musical instruments are accessible for independent use by children

21) Sand and Water Play

Observation:

- Linda provides the children with sand and water play at least once a week
- A variety of toys are available for the children for sand and water play

Suggestions:

- Give children the opportunity to play in sand or water at least 3 times per week

22) Dramatic Play

Observation:

- Some dramatic play materials were available to the children
- Linda provided a few dramatic play accessories for the children

Suggestions:

- A variety of dramatic play with accessories is well organized
- Dramatic play materials are accessible both indoors and outdoors for independent use by children daily
- There should be some child-sized play furniture and dramatic play props
- Dramatic play props could include things like: transportation, work roles, or adventure

23) Blocks

Observation:

- Linda has some blocks and accessories available for the children

Suggestions:

- A variety of blocks and accessories are gathered together and available to the children for daily use
- Block area should be well organized for independent use
- Space used for block play is away from traffic areas

24) Use of T.V

Suggestions:

- While the children are in the family day care home the provider should not use the television for their own entertainment
- The television should be turned off when none of the children are watching it because it causes background noises and is distracting to children
- The television should not be used as a baby-sitter to amuse the children and keep them busy
- The television not be used for more than two hours daily
- Alternative activities provided while the television is on
- Children only watch educational programs
- Join the children in viewing and ask questions and add information to what the children are seeing and hearing
- Plan follow up activities to add onto what the children learned from the television program
- OR choose to use no television at all.

25) Schedule of Daily Activities

Observation:

- The schedule permits Linda to successfully handle basic routines for each age group
- Linda provides play activities as part of the daily schedule along with routines

Suggestions:

- The daily schedule should provide children with a variety of play activities offered both in the morning and in the afternoon
- The daily schedule should provide at least two special activities per day, one inside and one outside
- The schedule should also provide a balance of indoor and outdoor activities and a balance of active and quiet play
- Use routines as learning experiences
- Try to provide the children with smooth transitions from one activity to the next

26) Supervision of Play Indoors and Outdoors

Observation:

- Linda's attention while outside is mainly paid to safety, cleanliness, and proper use of materials
- Supervision is provided near the children
- Linda's work or interests do take away from her caregiving responsibilities

Suggestions:

- While supervising play both indoors and outdoors look for chances to extend learning
- Set up activities carefully so that they avoid conflict

27) Tone

Suggestions:

- Children and caregiver should be relaxed, cheerful, smiley, and show respect and kindness to one another
- Use positive physical contact to show affection to all children
- Praise children when they are kind and helpful to one another

28) Discipline

Suggestions:

- Effectively use alternatives to physical punishment (redirection and removal of child from situation)
- Consider the age and ability of children when making and enforcing rules
- Praise children and give them attention for good behavior
- When a child breaks a rule explain the reason for the rule
- Follow through with both rewards and punishments
- Think ahead and try to avoid discipline problems
- Handle minor problems before they become major
- Help the children find positive solutions to problems through discussion

29) Cultural Awareness

Suggestions:

- Provide the children in care with many examples of racial variety (dolls, pictures and books)
- People of all ages should be represented in pictures and books
- Holidays and cultural customs of all children should be included
- Boys and girls should not be limited to traditional roles
- Plan the use of multicultural, multiracial, and non-sexist materials

30) Relationship with Parents

Observation:

- Linda has no written policies

Suggestions:

- Linda should have written policies (attendance, fees, medications, hours of operation)
- Before a child starts in the childcare home Linda should give their parents a copy of all the written policies
- Linda should work cooperatively with the parents
- Parents should be encouraged to share their skills and interests with the childcare home
- Linda should tell parents about the activities of their child using a daily information report

31) Balancing Personal and Caregiving Responsibilities

Observation:

- Linda does not have a substitute caregiver

Suggestions:

- A substitute caregiver should be available for backup at all times
- Use household jobs, when possible, as learning activities (let children sort clean socks by color and then fold them)
- Coordinate good care-giving responsibilities with family responsibilities

32) Opportunities for Professional Growth

Suggestions:

- Become an active member of an early childhood or childcare professional group
- Regularly read childcare books and magazines
- Participate in at least four professional development activities or programs each year

Arnett Evaluation

The Arnett, unlike the Family Day Care Rating Scale, is a tool that measures interaction between the caregiver and the children. Thirty-five different items are evaluated with 1 equating to “Not at all” and 4 meaning “Very much.” For the twenty-one positive items a score of 3 or 4 is considered a strength and for the fourteen negative items a score of 1 or 2 is considered a strength. A score of a 1 or 2 on a positive item and a score of 3 or 4 on a negative item are areas that need improvement. For this particular evaluation the researcher, for scoring purposes, divided the Arnett into four different subscales; Language, Interaction, Behavior Management, and Higher Order Thinking.

Strengths from the Caregiver Interaction Scale (Arnett)

Linda does not speak with irritation or hostility to the children in her care. Instead she speaks warmly to them. While dialoging with the children she establishes eye contact, speaks to them at level they can understand, and when the children speak to her she listens attentively.

Linda is not critical of the children, she is not distant or detached, she does not threaten them to try to control them, she does not find fault in them easily, she does not prohibit many of the things they want to do, and she is not unnecessarily harsh when scolding or prohibiting the children

Linda places the appropriate value on obedience, exercises the appropriate amount of control over the children, reprimands children appropriately when they misbehave, and when children are punished she explains why.

Linda encourages the children to try new experiences, she is enthusiastic about their activities, and she shows the children that she enjoys them and is interested in their experiences by spending time interacting with them.

Linda supervises the entire group of children closely but at the same time she pays positive attention to the children as individuals.

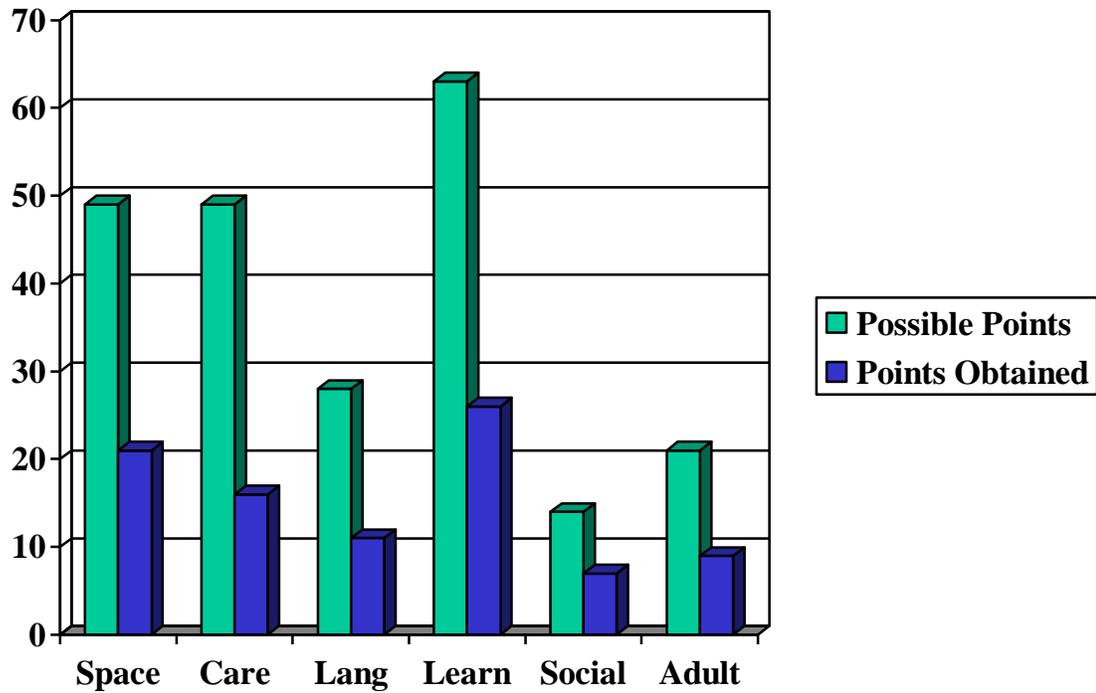
Areas for Improvement from the Caregiver Interaction Scale (Arnett)

When children misbehave, Linda needs to explain the reason for the rule that they are breaking, she should exercise firmness when necessary, and she should expect children to exercise small amounts of self-control. For example, if a five-year-old is climbing on the couch Linda needs to firmly say, "You may not climb on the couch, you may climb on the climber outside."

Linda should encourage children to be involved in prosocial peer interaction. She should help children take the viewpoint of others and solve conflict through verbalization by transforming and reconstructing information, and by planning and problem solving.

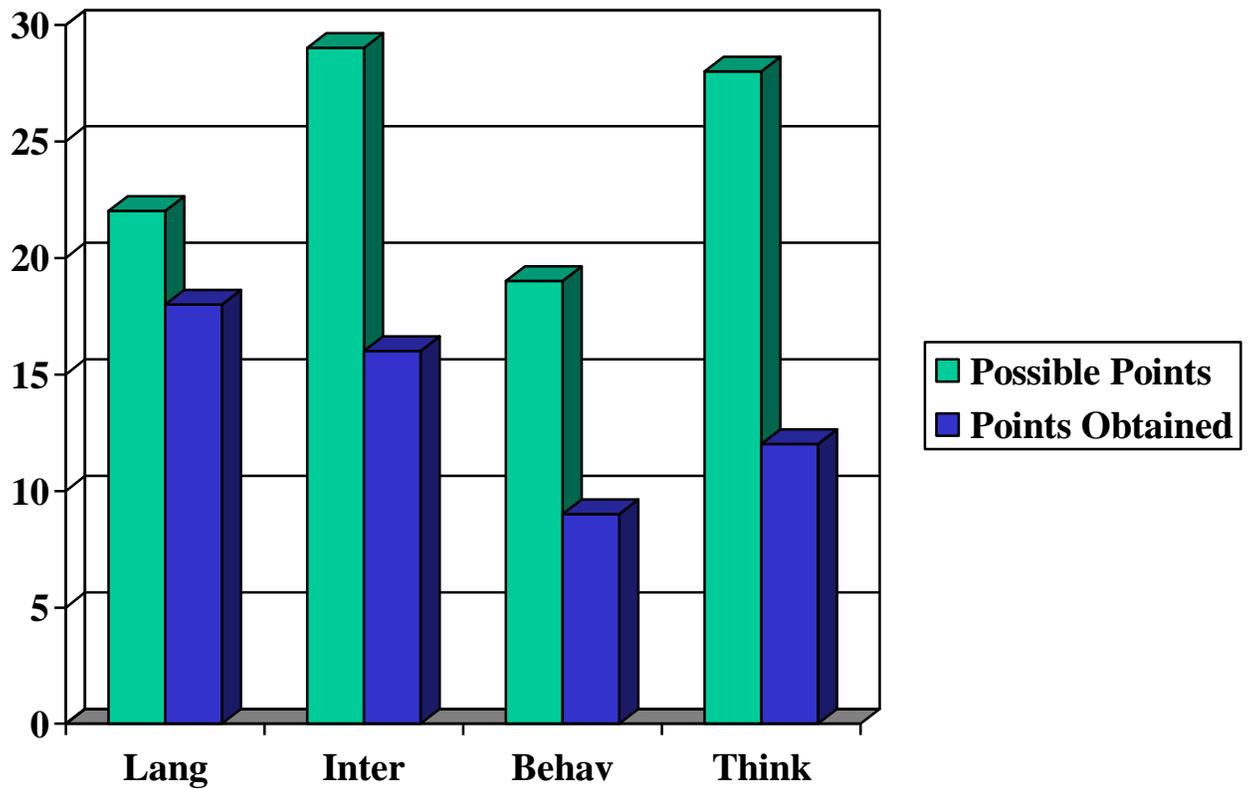
Linda should engage children in open-ended inquiry, symbolic or literary materials, number or spatial concepts, and she should encourage children to make choices using a variety of options.

Family Day Care Rating Scale



Space = **Space and Furnishings for Care and Learning**
Care = **Basic Care**
Lang = **Language and Reasoning**
Learn = **Learning Activities**
Social = **Social Development**
Adult = **Adult Needs**

Arnett



Lang = Language
Inter = Interaction
Behav = Behavior Management
Think = Higher Order Thinking

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Capital Area Early Childhood Training Institute

Linda's Individual Profile

Post-Test Spring 2002

*This profile was based on two - three hour observations in the spring of 2001 and the spring of 2002. The observation includes what the researcher recorded, what the researcher saw or the testimony of the family provider. The suggestions are offered to help the family providers improve the overall quality of their family day care home. *

Demographics

Infants are Linda's favorite age group; she says, "I love babies!" She has been watching children ever since she was a teenager and has been a family day care provider since 1988. Linda believes that the most important thing a child care provider can do for children is provide them with security, love, teach them how to share, and how to get along with other children. She gives children a feeling of self-worth by encouraging them when they are doing something, teaching them to be nice to each other, and by complimenting them.

Linda is a Boy Scout Committee member and she will be attending classes to obtain her CDA. She has no problem accepting special needs children or children from different cultural/racial backgrounds.

Family Day Care Rating Scale Evaluation

The Family Day Care Rating Scale is based on a Likert scale with 1 being the lowest score and 7 the highest score. Concentrating on the environment, this tool uses thirty-two different questions to rate the overall quality of a Family Day Care Home. Scores notated are a reflection of observed behavior. If caregiver implements the suggestions found in this profile it could result in higher scoring.

Family Day Care Rating Scale

1) Furnishings for Routine Care and Learning

Improvements since the pre-test:

- Furniture used for child care routines and play activities are suitable to children's size
- Furnishings are well cared for

Suggestions for further Improvements:

- Furniture should not crowd space used for child care

2) Furnishings for Relaxation and Comfort

Improvements since pre-test:

- Children are allowed to use 2 or more soft pieces of furniture in area used for child care
- There are many soft stuffed toys accessible to the children for daily use
- Linda provides positive body contact to children

Suggestions for further improvements:

- Soft, child-sized furnishings should be provided especially for the children (Ex. child sized rocker, beanbag chairs)

3) Child-Related Display

Improvements since the pre-test:

- Some of the children's artwork is displayed
- Some store-bought or adult made pictures are put up especially for children to look at

Suggestions for further improvements:

- Much of the children's artwork and many items of the children's interest should be displayed at the children's eye level
- Display should be changed at least monthly to match the children's interest and activities

4) Indoor Space Arrangement

Suggestions for further improvements:

- Adequate space is set aside and well arranged for children to use (crawling space for infants, play space for toddler and preschoolers)
- Space cleared of breakable objects and other “no-no’s” so that children can play with few restrictions
- Area used for child care should have good light, ventilation, and temperature control
- Two or more play areas, with adequate storage and space, clearly defined and should be set up so that children of different ages can use it at the same time
- Additional materials organized and available to add to or change play areas
- The room arrangement should promote independent use by children

5) Active Physical Play

Suggestions for further improvements:

- Provide safe outdoor physical play for all ages at least 3 times per week year-round except in bad weather
- Provide many materials for each age group that stimulate a variety of large muscle skills
- Outdoor space used by children 1 –3 hours daily year-round except in bad weather and during bad weather physical play should be provided indoors for all children
- A new physical challenge added each week through a planned activity
- Materials provided for toddlers and preschoolers to promote imaginative play
- Have many active physical play materials accessible for each age group (Ex. bikes, balls, parachute, climber etc...)

6a) Space to be Alone – Infants/Toddlers

Suggestions for further improvements:

- Provide space for infants/toddler to be alone, protected from others
- Remove child from alone space within half an hour, or sooner if child seems unhappy or bored
- Interact with infants/toddlers placed alone more than once every ten minutes (Ex. smile or talk to child, bring child new or different toy)
- Plan play-alone activities for infants/toddlers and use the time to give the children individualized time and attention (ex. play a special game, talk about mobile)

6b) Space to be Alone – 2 years and older

Suggestions for further improvements:

- Allow children to find space, on a regular basis, where they can be alone
- Space set aside for one or two children to play alone without interruption
- Use play-alone space to avoid problems or to help children concentrate on an activity

7) Arriving/Leaving

Improvements since pre-test:

- Individual children are greeted and said goodbye to, in a warm and organized way
- Parents and children are greeted
- Linda uses arriving/leaving time to share information with parents
- Linda helps children adjust to arriving/leaving

8) Meals/Snacks

Improvements since pre-test:

- Linda sits with children when eating to ensure that meal/snack time is a pleasant social time
- Linda encourages children to use their self-help skills while eating
- Meal time is carefully organized to avoid possible problems
- Different ages are fed at different times to avoid waiting
- Parents are made aware of menus

9) Nap/Rest

Improvements since pre-test:

- Each child should has their own crib or cot that they sleep or rest on
- Each child should has their own blankets for napping/resting
- Nap/rest is scheduled appropriately and daily for different age groups and for individual children
- There is adequate spacing between children for napping/resting
- Children are helped to relax and helped to prepare for nap/rest
- Individual needs of children is met
- Linda remains in the house and alert during nap/rest

10) Diapering/Toileting

Improvements since pre-test:

- Linda promotes self-help in cleanliness and dressing skills to the children
- Children are changed in a sanitary diapering/toileting area near a source of hot water
- Linda and the child whose diaper was changed wash their hands to cut down the spread of germs
- Diapers are checked and changed often
- If a child does have an accident Linda handles it calmly and works with parents to toilet train children
- The equipment in the toileting/diapering area promotes self-help
- There is a pleasant tone between Linda and the children while she is diapering/toileting them and Linda uses this time to talk with and relate warmly to children.

11) Personal Grooming

Suggestions for further improvements:

- There should be an easy, accessible place for children to wash their hands (Ex. children should be able to climb on steps/stool and wash their hands independently)
- Pay attention to the children's personal appearance
- Children should wash hands before and after meals, after going to the bathroom, or after being changed
- Extra clothes should be available for children
- Each child should have their own wash cloth and towel or use disposable paper towel
- Encourage children to use self-help skills in personal grooming
- Have bibs available for younger children for snack/meal time
- Children should brush their teeth with their individual toothbrush at least once a day
- Plan to teach children personal care activities
- Each child should have an extra set of clothes available in case they need changed

12) Health

Suggestions for further improvements:

- Keep caregiving areas and equipment clean (Ex. make sure animal contamination is cleaned up immediately)
- Have emergency care and health information for each child with written permission from parent for medical care, information about child's doctor and dentist, and parent's work phone
- Report suspected child abuse
- Have a yearly exam completed
- Cut down on the spread of germs (Ex. wipe runny noses with a tissue than wash hands)
- Record special health problems such as allergies, hearing loss, or hyperactivity and use recorded information in planning
- Show awareness of children's health status (Ex. check irritable child for fever)
- Make parents aware of rules for attendance during illness
- Medication should only be given from original container with written permission from parents
- Pair up with a medical consultant, such as a local doctor or nurse practitioner, to handle childcare questions about health
- Have a quiet area for sick children available
- Provide health information for parents
- Encourage good health habits and be a good model of healthful practices.

13) Safety

Observation:

- Medicine was left on the counter

Suggestions:

- Medications should be locked up, out of the children's reach with the key in a separate place, children should never be able to reach medication even if in a child proof bottle
- There should be no obvious safety problems or hazards indoors or outdoors
- Transportation with car safety restraints for all children should be available
- An alternate caregiver who knows the children and their routines
- Linda's first aid supplies should be well-stocked and ready for use
- Emergency numbers should be posted near the phone
- Emergency plans should also be posted and practiced at least monthly
- Hot water should be managed safely
- Linda's should have passed the fire safety inspection
- Linda should have received first aid training along with CPR for children in the last two years
- She should share safety information with parents and should teach children safety rules

14a) Informal use of Language – Infants/Toddlers

Suggestions for further improvements:

- Respond to sounds infants make and take part in verbal play (Ex. sing to child, imitate child's sounds)
- Maintain eye contact while talking to child
- Enhance the children's use of informal language by talking to the children during routines about their activities
- Repeat what they say adding words and ideas when appropriate
- Encourage all children to use words

14b) Informal Use of Language – 2 years and older

Suggestions for further Improvements:

- Encourage children to talk (Ex. ask questions to get children to talk more)
- Help children enjoy language (Ex. sing with children, use rhyming words)
- Make sure to have an informal conversation with each child every day
- Ask preschoolers questions needing more complex answers (Ex. "Why, How, What if")

15a) Helping Children Understand Language – Infants/Toddlers

Suggestions for further improvements:

- Name objects and pictures to infants/toddler
- Use materials that help infants/toddlers understand language at least three times per week
- To help children understand language have at least 12 books available for infants/toddlers
- Name many objects, talk about pictures, say nursery rhymes, and sing songs
- Linda should plan and carry out at least one language activity for each child daily
- Work on improving the children's understanding of language all day long

15b) Helping Children Understand Language – 2 years and older

- Have several picture games and at least 20 books accessible to children daily
- Check out materials from library once a month, or add to materials in other ways
- Work on improving children's understanding of language all day (Ex. give clear directions, point out and name items of interest to children)

16) Helping Children use Language

Improvements since pre-test:

- Many materials that help children practice talking are accessible for independent use daily
- Linda uses 2 activities a day to encourage children to talk

Suggestions for further improvements:

- Daily plans should provide a wide variety of activities to encourage talking in each age group (Ex. have children talk about their experiences, dictate stories)

17) Helping Children Reason

Improvements since pre-test:

- Some reasoning materials are present and use
- Linda uses daily experiences to help children learn concepts of size, shape, color, number, and relationship

Suggestions:

- A variety of games and materials that help children reason should be accessible and in good repair
- While children are playing with materials that encourage reasoning (shape sorters, puzzles) help children think by talking about shape, size etc...
- Plan at least one nature/science/cooking activity each week
- Work with every child on developing reasoning concepts at least once a week
- Encourage the children to reason throughout the day by pointing out the sequence and results of daily events

18) Eye-Hand Coordination

Improvements since pre-test:

- Some eye-hand materials are accessible to children for independent use daily
- There are at least 5 materials for each age group in care available

Suggestions:

- There should be at least eight eye-hand materials for each age group, in good repair, accessible daily
- Space should be provided in the home to investigate and explore eye-hand coordination materials
- Rotate eye-hand materials to maintain interest
- Organize materials to encourage self-help
- Assist children in developing eye-hand coordination by helping them use scissors, pegboards, puzzles etc...

19) Art

Improvements since pre-test:

- Art materials needing supervision are planned at least three times per week
- Linda encourages the children's artistic creativity, children rarely have to copy an example
- Crayons and paper and other drawing materials are accessible daily for free expression

Suggestions:

- At least two different art activities offered to preschoolers daily
- 3-dimensional art activities offered at least once per week

20) Music and Movement

Suggestions for further improvements:

- Provide space and time for music and movement experiences daily for all age groups
- Sing informally with children daily
- A variety of dance props and musical instruments are accessible for independent use by children

21) Sand and Water Play

Suggestions for further improvements:

- A variety of toys should be offered to children during sand and water play (Ex. cups, funnels, trucks, pots, pans, spoons)
- Give children the opportunity to play in sand or water at least 3 times per week

22) Dramatic Play

Suggestions for further improvements:

- A variety of dramatic play with accessories should be well organized
- Dramatic play materials should be accessible both indoors and outdoors for independent use by children daily
- There should be some child-sized play furniture and dramatic play props
- Dramatic play props could include things like: transportation, work roles, or adventure

23) Blocks

Suggestions for further improvements:

- A variety of blocks and accessories should be gathered together and available to the children for daily use
- Block area should be well organized for independent use
- Space used for block play should be away from traffic areas

24) Use of T.V

Improvements since pre-test:

- While the children are in the family day care home Linda does not use the television for her own entertainment
- The television is turned off when none of the children are watching it
- Linda does not use the television as a baby-sitter to amuse the children and keep them busy
- The television is not used for more than two hours daily

Suggestions:

- Alternative activities should be provided while the television is on (Ex. block play, coloring, puzzles)
- Children only watch educational programs
- Linda should join the children in viewing and ask questions and add information to what the children are seeing and hearing
- Plan follow up activities to add onto what the children learned from the television program
- OR choose to use no television at all.

25) Schedule of Daily Activities

Improvements since the pre-test:

- A variety of play activities are provided for children's choice both morning and afternoon
- The schedule provides a balance of active and quiet play

Suggestions:

- The daily schedule should provide at least two special activities per day, one inside and one outside
- The schedule should also provide a balance of indoor and outdoor activities
- Linda should use routines as learning experiences
- Try to provide the children with smooth transitions from one activity to the next

26) Supervision of Play Indoors and Outdoors

Suggestions for further improvements:

- Supervision is suited to the individual needs of children (Ex. close supervision of infants)
- While supervising play both indoors and outdoors look for chances to extend learning
- Set up activities carefully so that they avoid conflict

27) Tone

Improvements since the pre-test:

- Children and Linda are relaxed, cheerful, smiley, and show respect and kindness to one another
- Linda uses positive physical contact to show affection to all children

Suggestions for further improvements:

- Praise children when they are kind and helpful to one another

28) Discipline

Improvements since pre-test:

- Effectively use alternatives to physical punishment (redirection and removal of child from situation)
- Consider the age and ability of children when making and enforcing rules
- Linda never uses physical punishment
- Linda maintains enough control to keep children from hurting themselves and others
- When a child breaks a rule explain the reason for the rule
- Follow through with both rewards and punishments

Suggestions for further improvements:

- Praise children and give them attention for good behavior
- Think ahead and try to avoid discipline problems
- Handle minor problems before they become major
- Help the children find positive solutions to problems through discussion

29) Cultural Awareness

Suggestions for further improvements:

- Provide the children with many examples of racial variety (dolls, pictures and books)
- People of all ages should be represented in pictures and books
- Holidays and cultural customs of all children should be included
- Boys and girls should not be limited to traditional roles
- Plan the use of multicultural, multiracial, and non-sexist materials

30) Relationship with Parents

Improvements since pre-test:

- Linda has written policies
- Before a child starts in the childcare home Linda gives parents a copy of all the written policies and explains the policies and rules
- Linda works cooperatively with the parents
- Linda welcomes parents as visitors before enrollment as well as while the child is attending
- Parents are encouraged to share their skills and interests with the childcare home
- Linda tells parents about the activities of their child using a daily information report

31) Balancing Personal and Caregiving Responsibilities

Suggestions:

- A substitute caregiver should be available for backup at all times
- Use household jobs, when possible, as learning activities (Ex. let children sort clean socks by color and then fold them)
- Coordinate good care-giving responsibilities with family responsibilities

32) Opportunities for Professional Growth

Improvements since pre-test:

- Linda is an active member of an early childhood or childcare professional group
- Linda regularly reads childcare books and magazines
- Linda participates in at least four professional development activities or programs each year

Arnett Evaluation

The Arnett, unlike the Family Day Care Rating Scale, is a tool that measures interaction between the caregiver and the children. Thirty-five different items are evaluated with 1 equating to “Not at all” and 4 meaning “Very much.” For the twenty-one positive items a score of 3 or 4 is considered a strength and for the fourteen negative items a score of 1 or 2 is considered a strength. A score of a 1 or 2 on a positive item and a score of 3 or 4 on a negative item are areas that need improvement. For this particular evaluation the researcher, for scoring purposes, divided the Arnett into four different subscales; Language, Interaction, Behavior Management, and Higher Order Thinking.

Strengths from the Caregiver Interaction Scale (Arnett)

Linda does not speak with irritation or hostility to the children in her care. Instead she speaks warmly to them at level they can understand, and establishes eye contact while talking to them.

Linda is not critical of the children, she is not distant or detached, she does not threaten them to try to control them, she does not find fault in them easily, she does not prohibit many of the things they want to do, and she is not unnecessarily harsh when scolding or prohibiting the children. When children do misbehave, Linda explains the reason for the rule that they are breaking.

Linda places the appropriate value on obedience, expects children to exercise appropriate amounts of self-control, exercises the appropriate amount of control over the children, reprimands children appropriately when they misbehave, exercises firmness when necessary, and when children are punished she explains why.

Linda is enthusiastic about their activities, and she shows the children that she enjoys them and is interested in their experiences by spending time interacting with them.

Linda supervises the entire group of children closely but at the same time she pays positive attention to the children as individuals.

Linda encourages the children to be involved in prosocial peer interaction. She also encourages children to make choices using a variety of options including symbolic, literary, number, and/or spatial concepts.

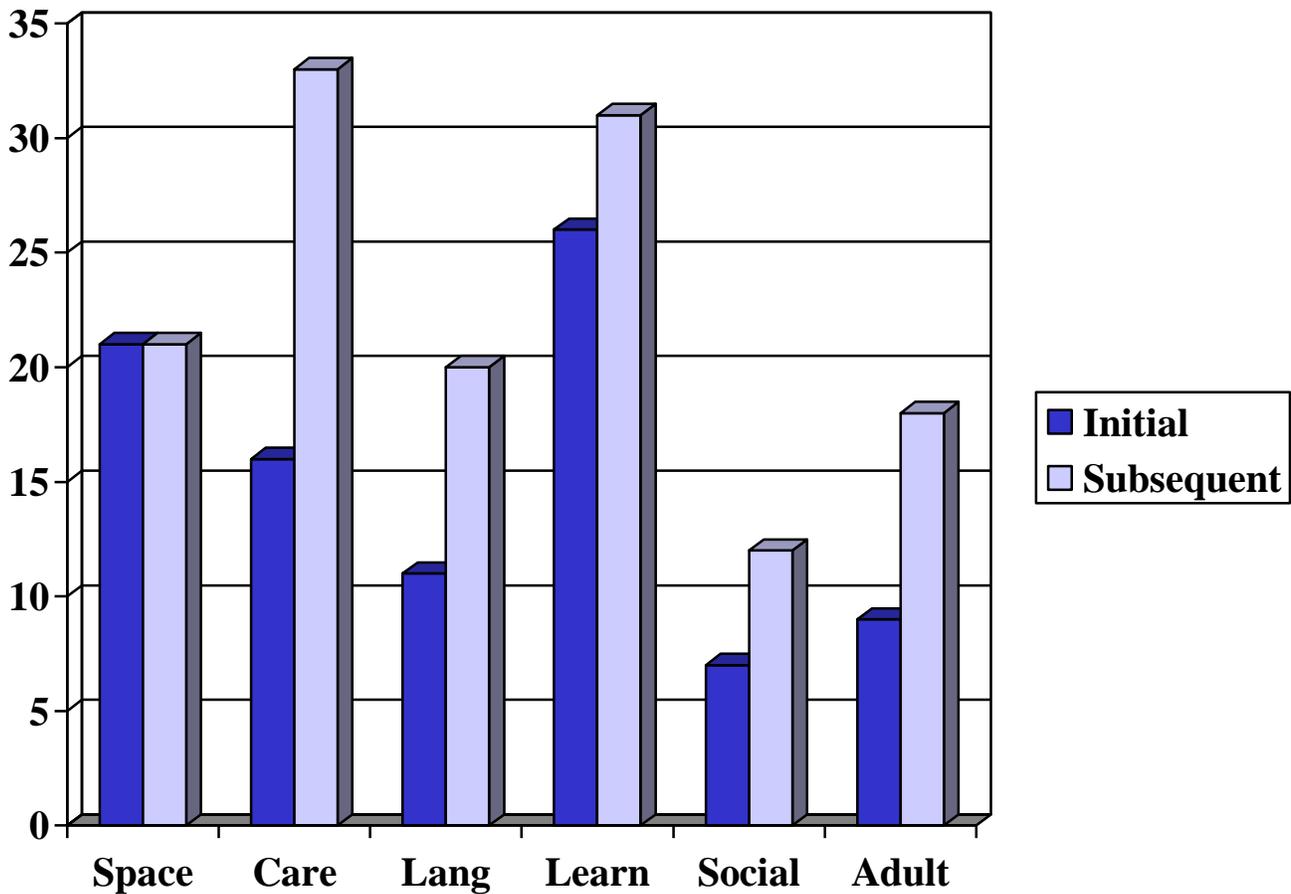
Areas for Improvement from the Caregiver Interaction Scale (Arnett)

Linda should help children take the viewpoint of others and solve conflict through verbalization by transforming and reconstructing information, by using open-ended inquiry, and by planning and problem solving.

Linda should frequently dialog with the children and listen attentively when the children to peak to her.

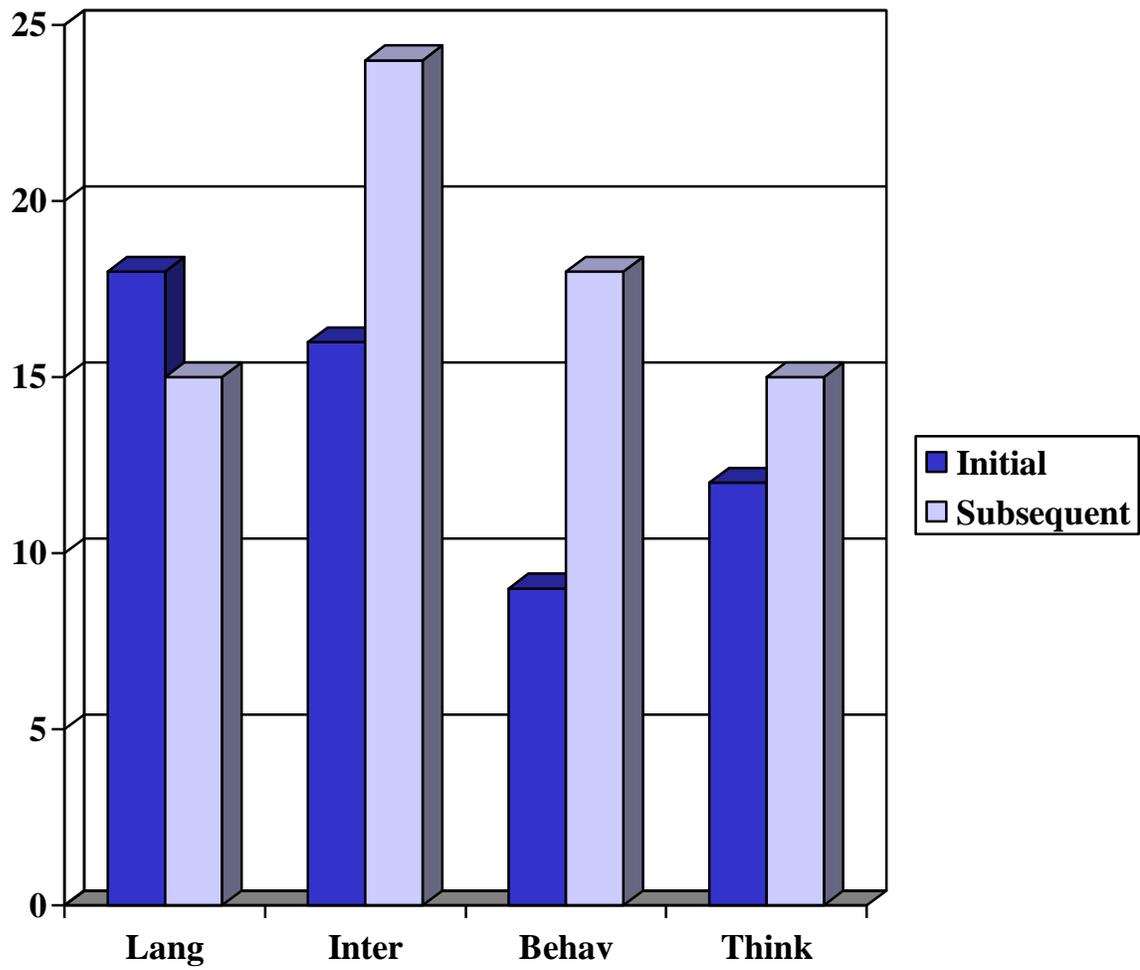
Linda should encourage the children to try new experiences. For example, she should encourage an infant who is beginning to take steps to walk over to her. Or encourage a toddler who has never painted before to paint a picture.

Family Day Care Rating Scale



Space = **Space and Furnishings for Care and Learning**
Care = **Basic Care**
Lang = **Language and Reasoning**
Learn = **Learning Activities**
Social = **Social Development**
Adult = **Adult Needs**

Arnett



Lang = Language
Inter = Interaction
Behav = Behavior Management
Think = Higher Order Thinking



Marti's Individual Profile

Pre-Test Spring 2001

*This profile was based on one - three hour observation in the spring of 2001. The observation includes what the researcher recorded, what the researcher saw or the testimony of the family provider. The suggestions are offered to help the family providers improve the overall quality of their family day care home. *

Demographics

Marti's experience with children is quite extensive. She has two children of her own, one boy and one girl. She has been working with children in either family home childcare or childcare centers since 1989 and she is a volunteer Sunday school teacher for her favorite age of children, age three to five. Marti loves working with children, loves learning all that she can about running a successful day care business, and plans to obtain her CDA.

Marti believes that it is important for a childcare provider to let the children know that they are loved, welcome, and safe. She also believes that a childcare provider needs to be patient, understanding, provide guidance, fun, new learning adventures, and respect each child for their uniqueness. To give children a feeling of self-worth she says she needs to, "praise them, hug them often, and encourage them." Accepting children from different cultural or racial backgrounds does not bother Marti because she has worked with children before from different backgrounds.

Family Day Care Rating Scale Evaluation

The Family Day Care Rating Scale is based on a Likert scale with 1 being the lowest score and 7 the highest score. Concentrating on the environment, this tool uses thirty-two different questions to rate the overall quality of a Family Day Care Home. Scores notated are a reflection of observed behavior. If caregiver implements the suggestions found in this profile it could result in higher scoring.

Family Day Care Rating Scale (FDCRS)

1) Furnishings for Routine Care and Learning

Observation:

- Marti's day care home is set up in a way so that the environment is furnished well for routine care and learning
- The environment includes some child-sized furniture
- Child-sized play furnishings are available for the children

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

2) Furnishings for Relaxation and Comfort

Observation:

- There are soft, child-sized furnishings
- Marti has comfortable furnishings for the children to relax in/on

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

3) Child-Related Display

Observation:

- None of the children's work is displayed

Suggestions:

- Display much of children's artwork (at least two items per child)
- Display some store bought or adult made pictures especially for children to look at
- Change displays monthly
- Many of the items displayed should be at the children's eye level so that they can become interested and engaged in the pictures

4) Indoor Space Arrangement

Observation:

- The indoor space is arranged to promote independence by children
- Marti has additional materials organized and available to add or change play areas

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

5) Active Physical Play

Observation:

- No indoor active physical space
- Safe outdoor physical play for all ages provided at least three times a week year-round except in bad weather
- Clean, safe indoor space provided for infants and toddlers to crawl and walk around much of the day
- Some materials, all in good repair

Suggestions:

- Provide active physical space for children both indoors and outdoors
- Have many active play materials available for each age group
- Provide materials imaginative play
- Add a new physical challenge each week through a planned activity

6) Space to be Alone

Observation:

- Marti uses space to be alone to avoid problems
- Marti uses space to be alone to help children concentrate on an activity
- Play-alone activities are provided on a regular basis

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

7) Arriving/Leaving

Observation:

- Marti uses warm, organized greetings/departures
- Marti helps children adjust to the new situation regardless of when children arrive or leave

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

8) Meals/Snacks

Observation:

- Marti's meal/snack time is dependable, reliable, organized, and suits individual children's needs
- Marti encourages children to use their self-help skills at meal/snack time
- Marti sits with the children during meal/snack to model appropriate behavior and to build positive relationships

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

9) Nap/Rest

Observation:

- Children do not nap/rest two feet apart
- Nap/rest is scheduled daily
- Each child has their own crib, cot, or bed with clean sheets/blankets
- Same bedding is not used by different children unless washed
- Marti remains in the house during nap/rest and is alert to handle problems

Suggestions:

- Provide adequate space for sleeping children (children should be placed at least two feet apart)
- Help children to relax at nap/rest time (rub a child's back, play soft music)
- Met the individual needs of children (if one child is tired in the morning that child should be able to take a morning nap, instead of waiting until afternoon to take a nap)

10) Diapering/Toileting

Observation:

- Basic sanitary conditions are met during diapering/toileting
- Marti uses diapering/toileting as a time to talk to children and relate to them warmly
- Marti uses diapering/toileting as a time to promote self-help in cleanliness and dressing skills

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

11) Personal Grooming

Observation:

- Marti pays much attention to the children's personal grooming habits
- Marti helps the children develop healthy personal grooming skills
- Children brush their teeth at least once a day with their own toothbrush
- Marti plans personal care activities that teach children self-help skills

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

12) Health

Observation:

- Marti encourages good health habits to the children and parents
- Marti is a good model of personal health practices
- Marti has an arrangement with a health consultant that she speaks with to handle childcare questions
- Health information is provided to parents
- There is a quiet rest area available for sick children

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

13) Safety

Observation:

- There is no substitute caregiver available

Suggestions:

- An alternate caregiver, familiar with caregiving routines and familiar with the children should be available in case of an emergency
- Marti should be trained in first aid and child CPR within the last two years
- Safety restraints available for all children when being transported
- Emergency exits plans posted and practiced monthly with children
- Safety information shared with parents
- Safety rules taught to children

14) Informal Use of Language

Observation:

- Marti makes sure to have an informal conversation with each child every day
- Marti asks children questions that need longer, more complex answers (why, how, what if)
- Marti encourages children to use talking to solve problems, which expands their informal use of language

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

15) Helping Children Understand Language

Observation:

- Marti checks out materials from the library once a month or adds materials in other ways to the environment that help the children better understand language
- Marti works on improving the children's understanding of language all day

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

16) Helping Children Use Language

Observation:

- Daily plans provide a wide variety of activities to encourage talking in each age group
- Marti helps children learn how to use language

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

17) Helping Children Reason

Observation:

- Marti makes sure to work with every child on appropriate reasoning and concept games at least once a week (puzzles for toddlers and measuring cups for preschoolers)
- Children are encouraged to reason throughout the day by pointing out sequences and results of daily events

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

18) Eye-Hand Coordination

Observation:

- Eye-hand coordination materials are rotated to maintain the children's interest
- Marti has eye-hand materials organized to encourage self-help
- Marti helps children develop eye-hand skills (cutting with scissors)

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

19) Art

Observation:

- Marti offers at least two different art activities daily
- Marti offers at least one three-dimensional art activity a week
- Marti encourages the children's creativity, she very rarely has them copy from an example

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

20) Music and Movement

Observation:

- No musical toys
- Marti provides some musical experiences to children once a week

Suggestions:

- Plan space and time for music and movement daily
- Make accessible a variety of musical instruments and dance props for independent use by the children

21) Sand and Water Play

Observation:

- Some sand or water play is provided outdoors or indoors at least once every two weeks year-round

Suggestions:

- Offer children sand and water play at least three times per week year round
- Offer children a variety of toys, that are rotated, for sand or water play

22) Dramatic Play

Observation:

- Marti has dramatic play materials well organized and accessible for independent use
- There is some child-sized play furniture available to the children

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

23) Blocks

Observation:

- A variety of blocks and accessories are well organized
- Marti has block area set up away from the main traffic area for children to play, build, and imagine independently

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

24) Use of T.V

Observation:

- Marti uses television as an educational experience
- Marti joins the children in viewing, asks questions, adds information
- Marti plans some play activities to extend what the children have seen on television
- OR Marti chooses not to use television at all

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

25) Schedule of Daily Activities

Observation:

- Marti uses daily activities and routines as learning experiences
- Marti provides the children with smooth transitions from one activity to the next

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

26) Supervision of Play Indoors and Outdoors

Observation:

- Marti looks for ways, both inside and outside, to extend learning
- Marti carefully sets up activities to avoid conflicts

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

27) Tone

Observation:

- Marti shows children respect and kindness
- Marti praises children for being kind and helpful to one another

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

28) Discipline

Observation:

- Marti thinks ahead and tries to avoid discipline problems
- If a problem does arise Marti helps the children discuss the problem and find a positive solution before the problem becomes serious

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

29) Cultural Awareness

Observation:

- Different ages of people are not represented
- Marti has dolls from at least two racial groups, and at least two books showing different races available to the children
- Boys and girls are not limited to traditional roles in choice of play activities

Suggestions:

- People of all ages should be represented in books and pictures
- Plan the use of multicultural, multiracial, and non-sexist materials

30) Relationship with Parents

Observation:

- Marti gives daily information reports about each child's activities for the day to their parents
- Marti encourages parents to share their skills and knowledge with the childcare home

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

31) Balancing Personal and Caregiving responsibilities

Observation:

- There is no substitute caregiver

Suggestions:

- Have a substitute caregiver available for back up help
- Incorporate household jobs in the program as learning activities
- Coordinate good-caring activities with family responsibilities (let children help bake bread)

32) Opportunities for Professional Growth

Observation:

- Marti is an active member of an early childhood or childhood professional group
- Marti participates in professional development programs or activities at least four times a year

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

Arnett Evaluation

The Arnett, unlike the Family Day Care Rating Scale, is a tool that measures interaction between the caregiver and the children. Thirty-five different items are evaluated with 1 equating to “Not at all” and 4 meaning “Very much.” For the twenty-one positive items a score of 3 or 4 is considered a strength and for the fourteen negative items a score of 1 or 2 is considered a strength. A score of a 1 or 2 on a positive item and a score of 3 or 4 on a negative item are areas that need improvement. For this particular evaluation the researcher, for scoring purposes, divided the Arnett into four different subscales; Language, Interaction, Behavior Management, and Higher Order Thinking.

Strengths for the Caregiver Interaction Scale (Arnett)

Marti dialogues with the children in a warm manner and she listens attentively when children speak to her. She is not critical of the children, she is not distant or detached from them, nor does she speak to them with irritation or hostility. Marti's constant positive interaction with children displays that she enjoys the children very much.

When children misbehave Marti does not reprimand the children or punish them without explanation. Instead, she explains the reason for the rule they are breaking without sounding unnecessarily harsh. Marti places the right amount of value on obedience, she does not prohibit many of the things the children want to do, however, she does exercise firmness when necessary to keep children safe. Marti encourages children to take the viewpoint of others, solve conflict through verbalization, and she encourages peer social interaction by exhibiting prosocial behavior.

Marti encourages the children to try new experiences and to use their wide variety of options to make a choice. She is interested and enthusiastic about their activities and shows this by constantly being at the children's level, paying positive attention to the children as individuals, and expanding their play by using language that they can understand.

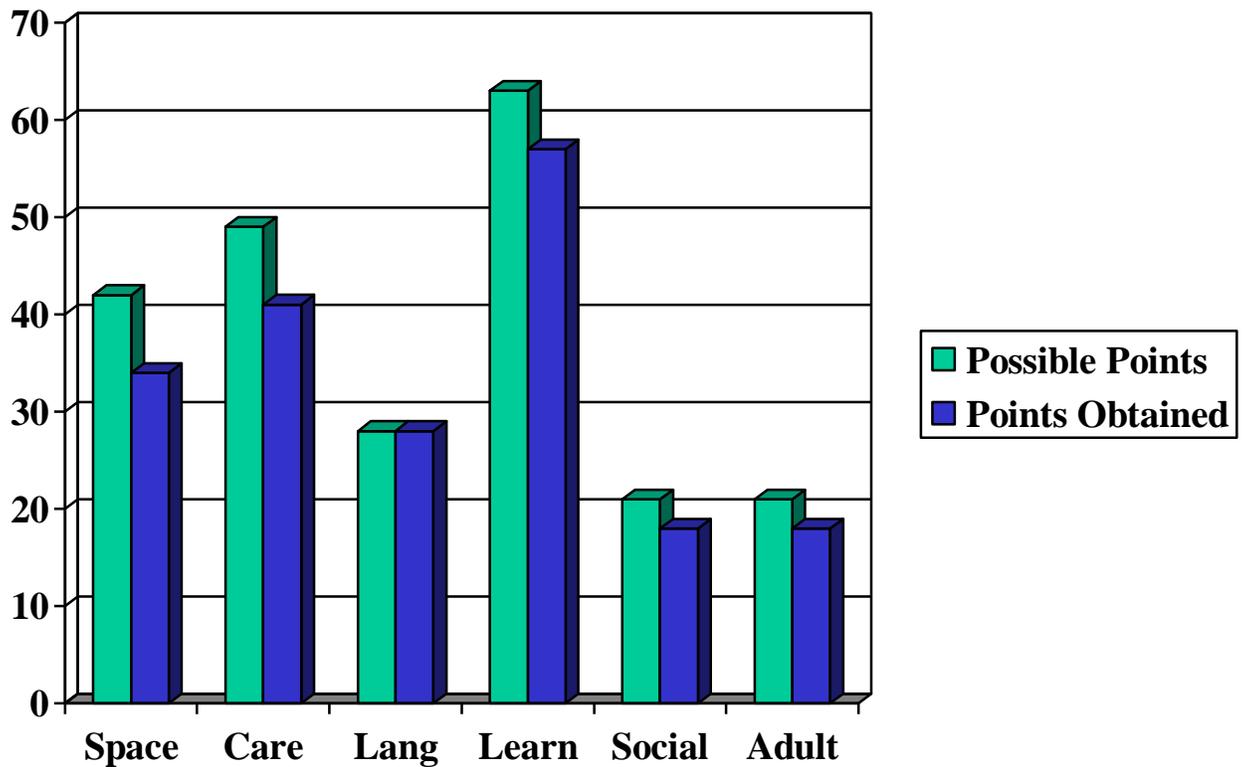
Marti exercises the right amount of control over children, she does not threaten them in order to control them, and she does not find fault in them easily.

Marti supervises the children closely while engaging them in open-ended inquiry and symbolic and literary materials. Marti also encourages the children to transform, reconstruct, plan, problem solve, and use number and spatial concepts.

Areas for Improvement from the Caregiver Interaction Scale (Arnett)

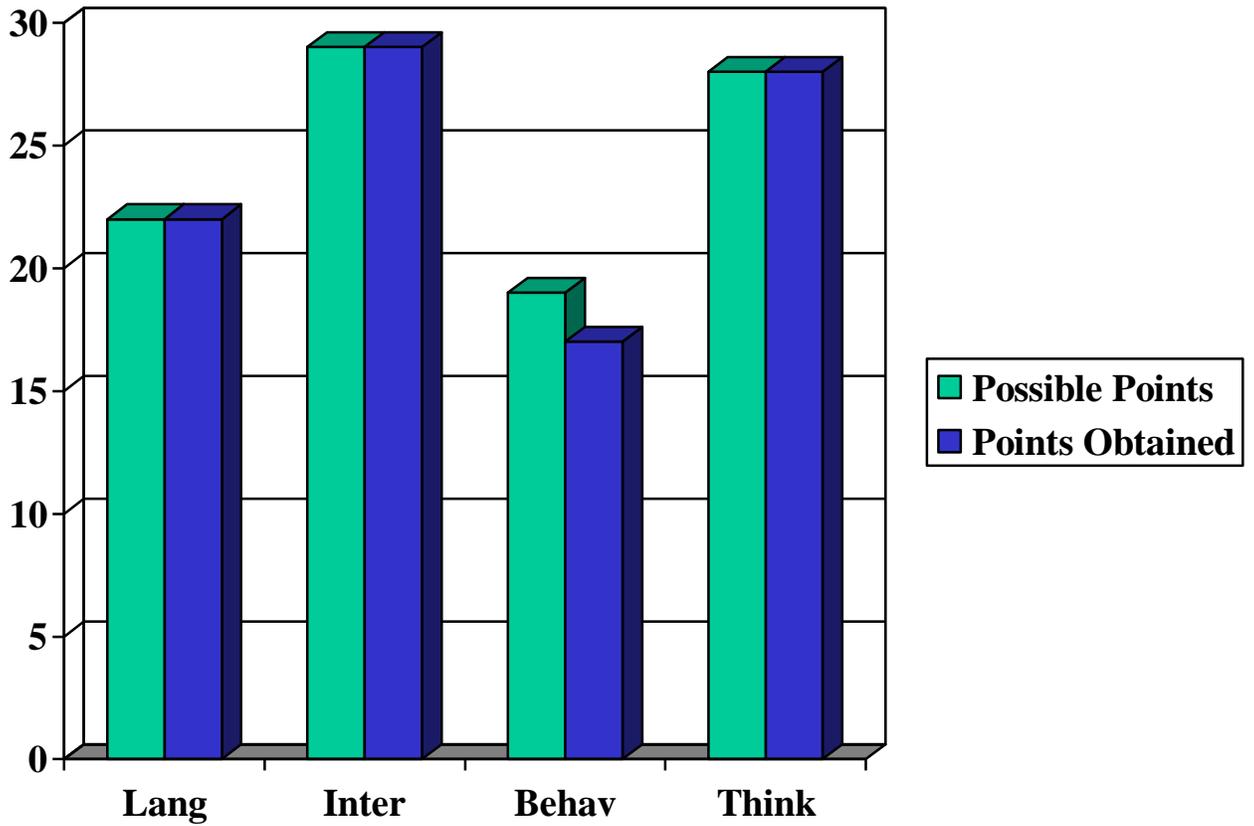
Marti should expect the children to exhibit age appropriate levels of self-control. For example, it would be appropriate for her to expect a five-year old to use words to request something or to follow simple verbal directions such as, "Throw away your napkin."

Family Day Care Rating Scale



Space = **Space and Furnishings for Care and Learning**
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Arnett



Lang = **Language**
Inter = **Interaction**
Behav = **Behavior Management**
Think = **Higher Order Thinking**



Marti's Individual Profile

Post-Test Spring 2002

*This profile was based on two - three hour observations in the spring of 2001 and the spring of 2002. The observation includes what the researcher recorded, what the researcher saw or the testimony of the family provider. The suggestions are offered to help the family providers improve the overall quality of their family day care home. *

Demographics

Marti's experience with children is quite extensive. She has two children of her own, one boy and one girl. She has been working with children in either family home childcare or childcare centers since 1989 and she is a volunteer Sunday school teacher for her favorite age of children, age three to five. Marti loves working with children, loves learning all that she can about running a successful day care business, and plans to obtain her CDA.

Marti believes that it is important for a childcare provider to let the children know that they are loved, welcome, and safe. She also believes that a childcare provider needs to be patient, understanding, provide guidance, fun, new learning adventures, and respect each child for their uniqueness. To give children a feeling of self-worth she says she needs to, "praise them, hug them often, and encourage them." Accepting children from different cultural or racial backgrounds does not bother Marti because she has worked with children before from different backgrounds.

Family Day Care Rating Scale Evaluation

The Family Day Care Rating Scale is based on a Likert scale with 1 being the lowest score and 7 the highest score. Concentrating on the environment, this tool uses thirty-two different questions to rate the overall quality of a Family Day Care Home. Scores notated are a reflection of observed behavior. If caregiver implements the suggestions found in this profile it could result in higher scoring.

Family Day Care Rating Scale (FDCRS)

1) Furnishings for Routine Care and Learning

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

2) Furnishings for Relaxation and Comfort

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

3) Child-Related Display

Improvements since pre-test:

- 1 piece of children's artwork is displayed
- Some store bought or adult made pictures put up especially for children to look at

Suggestions for further improvements:

- Display much of children's artwork (at least two items per child)
- Change displays monthly
- Many of the items displayed should be at the children's eye level so that they can become interested and engaged in the pictures

4) Indoor Space Arrangement

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

5) Active Physical Play

Improvements since pre-test:

- Physical activity is provided indoors for all ages in bad weather
- There are many active play materials for each age group
- Materials are provided for active imaginative play
- A new challenge is added each week through a planned activity

6) Space to be Alone

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

7) Arriving/Leaving

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

8) Meals/Snacks

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

9) Nap/Rest

Improvements since the pre-test:

- Space is good for resting
- Children are helped to relax
- Individual sleeping/napping needs of children are met

10) Diapering/Toileting

Suggestions for further improvements:

- Diapering should be done near a source of hot water
- Marti needs to sanitize diapering area and wash hands immediately after helping children with toileting/diapering
- Children's hands need to be washed after using the toilet
- Equipment should promote self-help (Ex. steps near sink)
- Diapering/toileting should be used as a time to promote self-help in cleanliness and dressing skills

11) Personal Grooming

Suggestions for further improvements:

- There should be an easy place for children to wash their hands
- Children's hands should be washed before and after meals
- Extra clothes should be available to change children
- Encourage self-help in personal grooming (Ex. mirror at child's level, towel's within children's reach)
- Make bibs available for infants/toddlers at mealtimes
- Give care to children's appearance (Ex. children are cleaned up after messy play)
- Children should use individual toothbrush at least once a day
- Personal care activities should be planned to teach children self-help skills (Ex. song about how to wash)

12) Health

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

13) Safety

Improvements since pre-test:

- Marti would refer parents and children to another provider in case of an emergency
- First aid supplies well stocked, ready to use
- Emergency number posted near phone
- Hot water managed safely
- No obvious safety problems indoors or outdoors
- Home has passed an official fire safety inspection

Suggestions for further improvements:

- An alternate caregiver, familiar with caregiving routines and familiar with the children should be available to come to the family child care home in case of an emergency
- Marti should be trained in first aid and child CPR within the last two years
- Safety restraints available for all children when being transported
- Emergency exits plans posted and practiced monthly with children
- Safety information shared with parents
- Safety rules taught to children

14) Informal Use of Language

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

15) Helping Children Understand Language

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

16) Helping Children Use Language

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

17) Helping Children Reason

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

18) Eye-Hand Coordination

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

19) Art

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

20) Music and Movement

Improvements since pre-test:

- Musical experiences provided for all age groups
- Space and time planned for music and movement daily
- Variety of dance props and musical instruments accessible for independent use by children

21) Sand and Water Play

Improvements since pre-test:

- Sand and water play is offered at least three times per week year round
- Children are offered a variety of toys, that are rotated, for sand or water play

22) Dramatic Play

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

23) Blocks

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

24) Use of T.V

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

25) Schedule of Daily Activities

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

26) Supervision of Play Indoors and Outdoors

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

27) Tone

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

28) Discipline

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

29) Cultural Awareness

Suggestions for further improvements:

- Many examples of racial variety should be seen in dolls, pictures, and books
- Holidays and cultural customs of all the children in the group should be included
- Boys and girls should be encouraged to choose activities without being limited to traditional roles
- People of all ages should be represented in books and pictures
- Plan the use of multicultural, multiracial, and non-sexist materials

30) Relationship with Parents

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

31) Balancing Personal and Caregiving responsibilities

Suggestions for further improvements:

- An alternate caregiver, familiar with caregiving routines and familiar with the children should be available to come to the family child care home in case of an emergency
- Incorporate household jobs in the program as learning activities
- Coordinate good-caring activities with family responsibilities (let children help bake bread)

32) Opportunities for Professional Growth

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

Arnett Evaluation

The Arnett, unlike the Family Day Care Rating Scale, is a tool that measures interaction between the caregiver and the children. Thirty-five different items are evaluated with 1 equating to “Not at all” and 4 meaning “Very much.” For the twenty-one positive items a score of 3 or 4 is considered a strength and for the fourteen negative items a score of 1 or 2 is considered a strength. A score of a 1 or 2 on a positive item and a score of 3 or 4 on a negative item are areas that need improvement. For this particular evaluation the researcher, for scoring purposes, divided the Arnett into four different sub-scales; Language, Interaction, Behavior Management, and Higher Order Thinking.

Strengths for the Caregiver Interaction Scale (Arnett)

Marti dialogues with the children in a warm manner and she listens attentively when children speak to her. She is not critical of the children, she is not distant or detached from them, nor does she speak to them with irritation or hostility. Marti's constant positive interaction with children displays that she enjoys the children very much.

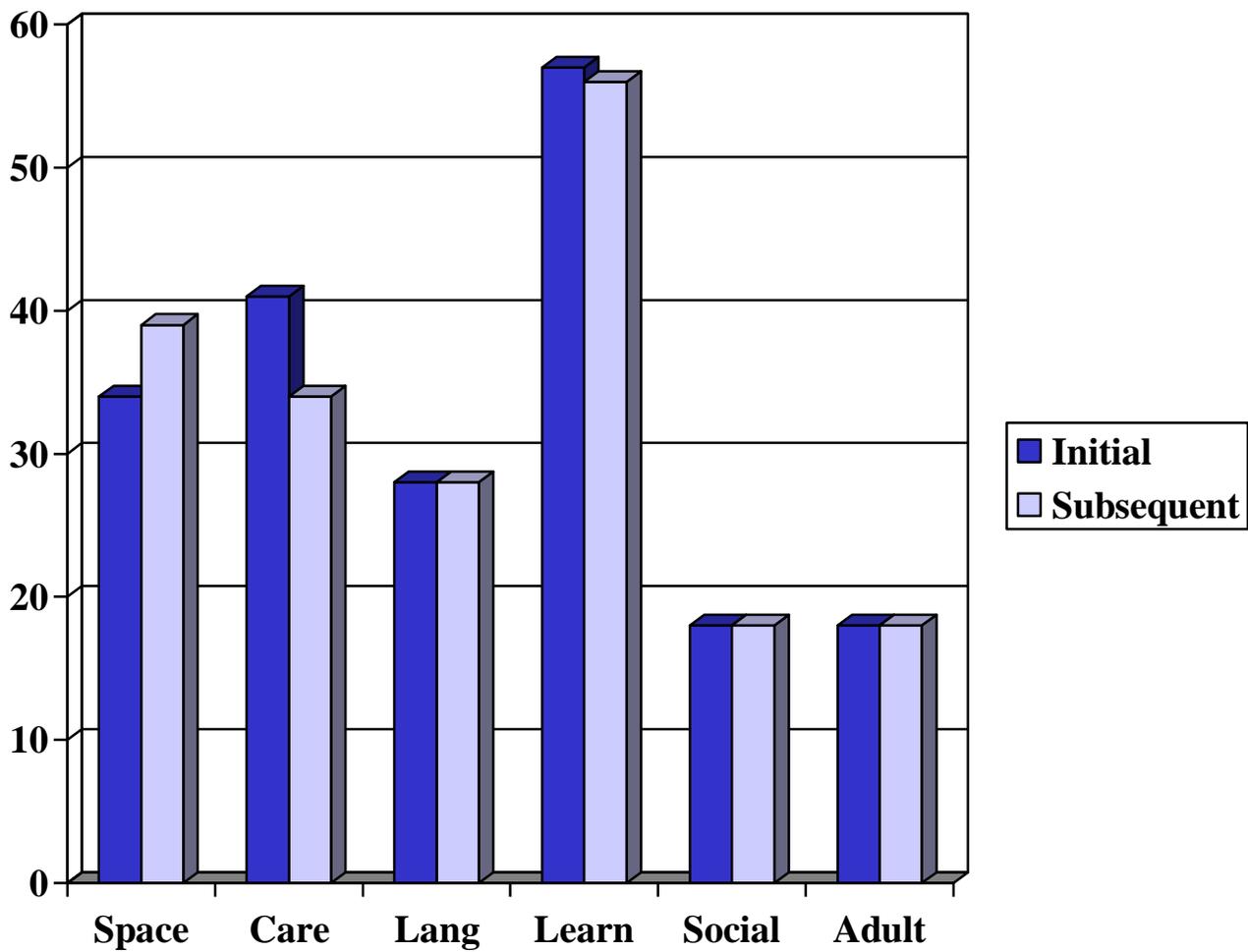
When children misbehave Marti does not reprimand the children or punish them without explanation. Instead, she explains the reason for the rule they are breaking without sounding unnecessarily harsh. Marti places the right amount of value on obedience, she expects the children to exhibit age appropriate levels of self-control, and she does not prohibit many of the things the children want to do, however, she does exercise firmness when necessary to keep children safe. Marti encourages children to take the viewpoint of others, solve conflict through verbalization, and she encourages peer social interaction by exhibiting prosocial behavior.

Marti encourages the children to try new experiences and to use their wide variety of options to make a choice. She is interested and enthusiastic about their activities and shows this by constantly being at the children's level, paying positive attention to the children as individuals, and expanding their play by using language that they can understand.

Marti exercises the right amount of control over children, she does not threaten them in order to control them, and she does not find fault in them easily.

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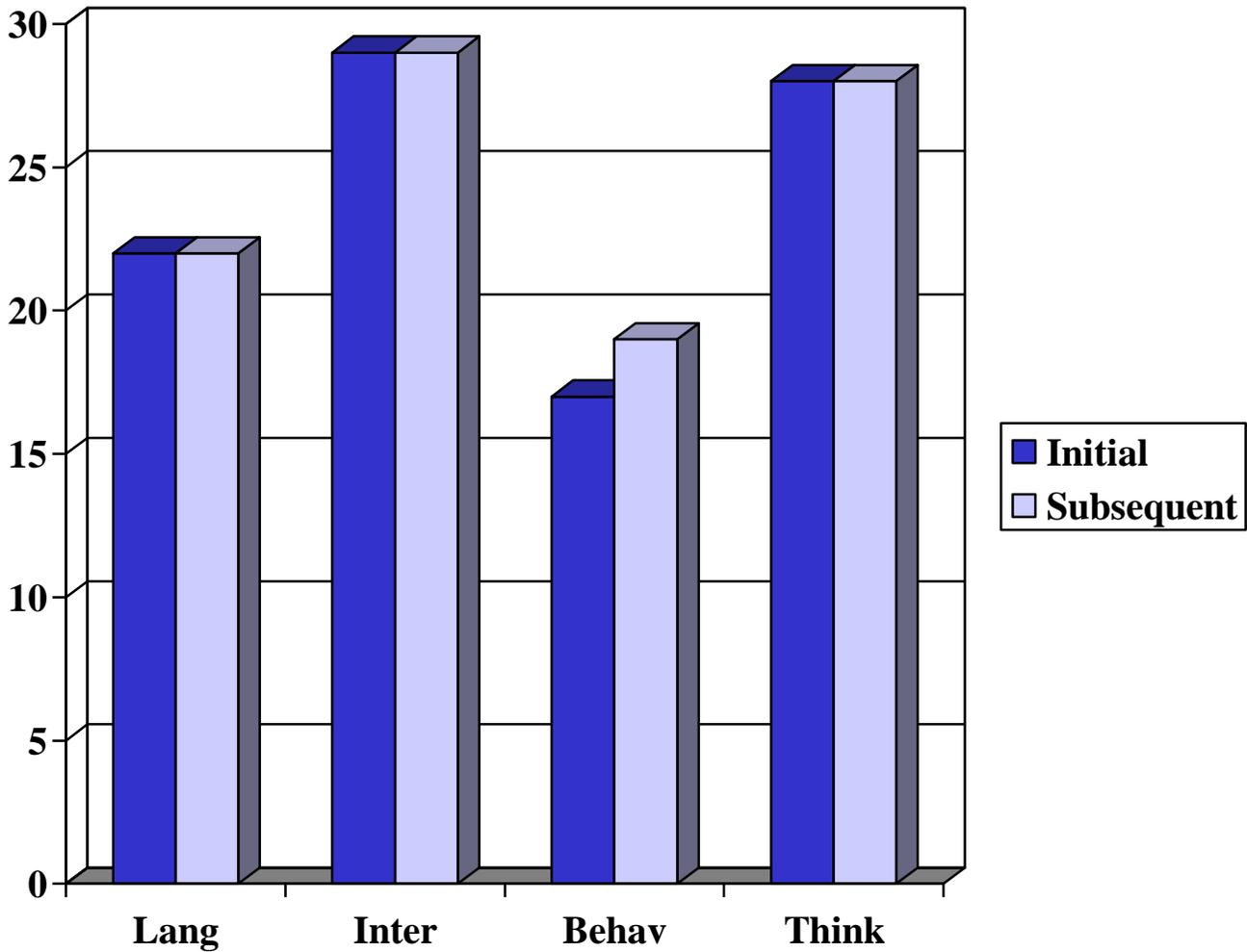
Family Day Care Rating Scale



Space = Space and Furnishings for Care and Learning
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Arnett



Lang = **Language**
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PENNSSTATE



Capital Area Early Childhood Training Institute

Phyllis' Individual Profile

Spring 2001 – Pre-Test

*This profile was based on one - three hour observation in the spring of 2001. The observation includes what the researcher recorded, what the researcher saw or the testimony of the family provider. The suggestions are offered to help the family providers improve the overall quality of their family day care home. *

Demographics

Phyllis has five grown children of her own and thirteen grandchildren, two of which she is currently raising. Phyllis also has experience with children from helping her church with summer camp. Her favorite age group is infants to age twelve, however she enjoys all ages. Phyllis believes that the most important thing she can do for the children she cares for is, “Love them and keep them safe and secured.” Phyllis gives children a feeling of self-worth by holding conversations with them and asking them what interests they have. Phyllis believes that God made all of us equal and because of this she is able to accept children from different cultural and racial backgrounds with open arms.

Phyllis plans on going back to school, obtaining her GED, and then continuing and getting her CDA. She feels that she is a good provider because she loves children and loves working with them.

Family Day Care Rating Scale Evaluation

The Family Day Care Rating Scale is based on a Likert scale with 1 being the lowest score and 7 the highest score. Concentrating on the environment, this tool uses thirty-two different questions to rate the overall quality of a Family Day Care Home. Scores notated are a reflection of observed behavior. If caregiver implements the suggestions found in this profile it could result in higher scoring.

Family Day Care Rating Scale (FDCRS)

1) Furnishings for Routine Care and Learning

Observation:

- **Tables are too high for children**
- **There are enough pieces to meet the basic needs of children**
- **Some furnishings are used for play activities**
- **Furnishings are safe and in good repair**
- **Phyllis has a place to store children's own things**

Suggestions:

- Child-sized chairs available for children in care (children's feet should touch the ground when sitting on the chairs)
- Furniture should not crowd space used for childcare
- Child-sized play furnishings available and accessible

2) Furnishings for Relaxation and Comfort

Observation:

- Children allowed to use at least one piece of soft furniture in area used for child care
- Some carpeted area for children's use

Suggestions:

- Soft, child-sized furnishings provided for children and available throughout the entire day

3) Child-Related Display

Suggestions:

- Many pieces of artwork from each child enrolled displayed at children's eye level
- Display changed at least monthly to match children's activities and interests

4) Indoor Space Arrangement

Observation:

- Indoor space is too crowded

Suggestions:

- Arrange children's play space so that traffic patterns do not interfere with other activities
- Two or more play areas clearly defined
- Adequate storage for play materials in each area
- Space set up so that children of different ages and abilities can use it at the same time
- Additional materials added or changed
- Play area arrangements promote independence

5) Active Physical Play

Observation:

- No active physical play indoors
- Safe outdoor physical play provided at least 3 times per week year-round except in bad weather
- Clean, safe indoor space provided for infants and toddlers to walk and crawl much of the day
- Some materials, all in good repair

Suggestions:

- Many materials for each age group provided for active physical play both inside and outside
- New physical challenges added weekly as a planned activity
- Toddlers and preschoolers have materials accessible to them for imaginative play

6a) Space to be Alone – Infants/Toddlers

Suggestions:

- Interact more than once every ten minutes with infants/toddlers who are placed in space to be alone
- Use play-alone activities to give children individual time and attention
- Plan activities for play-alone spaces

6b) Space to be Alone – 2 years and older

Observation:

- Children are allowed to find space to be alone

Suggestions:

- Use play-alone space to avoid problems or to help children concentrate on an activity
- Provide play-alone activities on a regular basis

7) Arriving/Leaving

Observation:

- Phyllis greets children in a warm, organized way regardless of when they arrive or depart
- Phyllis helps children adjust to arriving and leaving which eases separation anxiety

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

8) Meals/Snacks

Observation:

- Well-balanced meals/snacks served on a regular schedule
- Cooking and eating area clean
- Sanitary preparation of food
- Infants held while bottle fed
- Toddlers seated or head propped when holding own bottle
- Infants/Toddlers are not put to bed with bottles

Suggestions:

- Encourage self-help skills during meals/snacks
- Make parents aware of lunch/snack menus
- Sit and eat with children when possible

9) Nap/Rest

Observation:

- Children do not nap 2 feet apart
- Nap/rest is scheduled daily
- Each child has own crib, cot, or bed with clean sheets, blankets, etc...
- Same bedding not used by different children unless washed
- Phyllis remains in the house during nap/rest and is alert to handle problems

Suggestions:

- Children should nap at least 2 feet apart
- Help children relax by meeting their individual needs (children can nap when they are tired they do not have to wait until the designated naptime)

10) Diapering/Toileting

Observation:

- Phyllis talks warmly to the children while diapering or toileting
- Phyllis uses diapering/toileting as a relationship building time
- Phyllis promotes the use self-help skills in cleanliness and dressing skills
- Children are encouraged to wash their own hands, use toilet paper, button and snap their own clothes

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

11) Personal Grooming

Observation:

- There is an easy place for children to wash their hands
- Each child has their own towel/washcloth or paper towel
- Children wash before and after meals
- Phyllis has extra clothes available for the children in the case they need changed

Suggestions:

- Give care to children's appearance
- Encourage self-help in personal grooming
- Have bibs available to infants and toddlers at mealtime
- Children brush their teeth (with own toothbrush) at least once a day
- Teach personal care activities to help children learn self-help skills

12) Health

Observation:

- Phyllis cuts down on the spread of germs by washing her own hands and keeping the eating area clean
- Phyllis is aware of the children's special health problems and accounts for them when planning her day
- Phyllis shows an awareness of children's special health status
- Parents are made aware of rules for attendance during illness
- Medication is only given from original container with written permission from parents

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

13) Safety

Observation:

- Emergency exit plans are posted and practiced at least once a month with children
- Car safety restraints are used for all children when traveling
- There is an alternate caregiver familiar with the children and their routines available in case of an emergency
- Phyllis has had first aid training within the last two years

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

14a) Language and Reasoning – Infants/Toddlers

Observation:

- Phyllis makes use of informal language when talking to infants and toddlers by responding to their sounds, maintaining eye contact, and taking a part in verbal play

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

14b) Language and Reasoning – 2 years and Older

Observation:

- Phyllis uses informal language with children over two years old by conversing with each child every day
- Phyllis uses open-ended questions (i.e.: why, how, what if) with children that require longer and more complex answers
- Phyllis's questions and other techniques encourage children to talk to one another and to solve problems

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

15a) Helping Children Understand Language – Infants/Toddlers

Observations:

- Phyllis has at least eight books that are suitable for infants/toddlers
- Phyllis names some objects or pictures for children
- Phyllis uses materials that help infants/toddlers better understand language at least three times per week

Suggestions:

- Plan and carry out at least one language activity for each infant/toddler daily
- Work on improving understanding of language all day (describe children's actions)

15b) Helping Children Understand Language – 2 years and older

Observations:

- Phyllis has at least 10 children's books available for children 2 and older
- Some picture games and records present
- Phyllis uses materials three times per week that help children 2 and older to better understand language

Suggestions:

- Check out materials from the library once a month or add other materials that help children understand language
- Work on improving understanding of language all day

16) Helping Children use Language

Observation:

- Phyllis has a few materials for helping children practice talking
- Phyllis uses one activity per day to encourage children to talk

Suggestions:

- Many materials accessible daily that help children practice talking independently
- Plan two activities a day that encourage children to talk
- Daily plans provide a wide range of activities that encourage talking at each age group

17) Helping Children Reason

Observation:

- Some materials are present and used that encourage children to reason
- Phyllis uses daily experiences to help children learn concepts of size, number, and relationship

Suggestions:

- Encourage children to reason throughout the day by pointing out the sequence and results of daily events
- Work with every child on appropriate reasoning concepts at least once a week (Shape sorting boxes for infants would be an appropriate reasoning concept activity)

18) Eye-Hand Coordination

Observation:

- Some eye-hand materials accessible to children for independent use daily
- At least five eye-hand materials available for each group in care

Suggestions:

- Eye-hand materials rotated to maintain interest
- Materials organized to encourage self-help
- Assist children in developing eye-hand coordination skills

19) Art

Observation:

- Some materials, including drawing, used twice per week

Suggestions:

- Offer at least two different art activities to preschoolers' daily
- Offer One 3-dimensional art material per week

20) Music and Movement

Suggestions:

- Offer musical experiences daily for all age groups
- Sing informally with children daily
- Have a variety of dance props and musical instruments accessible for independent use by children

21) Sand and water Play

Observation:

- Sand and water play is not done three times per week, year round

Suggestions:

- Provide sand and water play year round, 3 times a week
- Use a variety of toys for sand and water play

22) Dramatic Play

Observation:

- Phyllis has some dramatic play materials available for the children
- There are a few dramatic play accessories available

Suggestions:

- Dramatic play materials well organized
- Dramatic play materials includes some child-sized furniture

23) Blocks

Observation:

- There were some blocks and accessories available to the children

Suggestions:

- Keep blocks and accessories well organized, gathered together for independent use
- Block play away from traffic area

24) Use of T.V

Observation:

- T.V is used no more that two hours daily
- Programs are not limited to those that are educational and good for children
- T.V is used to amuse children and keep them busy in place of play activities

Suggestions:

- Use T.V as an educational experience
- Join children in when viewing the T.V
- Ask questions, add information, and plan some play activities as a follow up to T.V programs
- OR use no T.V at all

25) Schedule of Daily Activities

Observation:

- The daily schedule permits Phyllis to successfully handle basic routines for each age group
- Phyllis provides play activities as part of the daily schedule along with routines

Suggestions:

- Use daily routines as learning experiences and provide smooth transitions

26) Supervision of Play Indoors and Outdoors

Observation:

- During outside play Phyllis interacts frequently with children
- Phyllis discusses ideas with the children, helps with materials, and helps children solve conflicts
- Phyllis supervises children's individual needs

Suggestions:

- Look for chances to extend learning
- Carefully set up activities to avoid conflict

27) Tone

Observation:

- Phyllis and children show respect and kindness for one another
- Phyllis praises children for being kind and helpful to others

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

28) Discipline

Observation:

- Phyllis thinks ahead and tries to avoid discipline problems
- Phyllis handles minor problems before they become serious
- Phyllis helps children find positive solutions to problems through discussion

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

29) Cultural Awareness

Observation:

- Phyllis has dolls from at least two racial groups
- Phyllis has at least two books or pictures showing different races
- Boys and girls are not limited to traditional roles in choice of play activities

Suggestions:

- Plan multicultural, multiracial and non-sexist materials (read books introducing non-traditional roles for men, women, and minorities)
- Include boy and girl dolls in the environment

30) Relationship with Parents

Observation:

- Phyllis provides daily information reports to parents about each child's activities
- Phyllis encourages parents to share their skills and interests with the child care home

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

31) Balancing Personal and Caregiving Responsibilities

Observation:

- Phyllis uses household jobs, when possible, in the childcare program as learning activities for the children (let children fold clothes)
- Phyllis coordinates good care-giving activities with family responsibility (stops at playground on way back from an errand)

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

32) Opportunities for Professional Growth

Observation:

- Phyllis regularly takes part in professional development activities
- Phyllis reads childcare books and/or magazines on child rearing and child development

Suggestions:

- There are no suggestions made because the quality of care for this item was at an optimum level, please, continue to maintain the same high standards

Arnett Evaluation

The Arnett, unlike the Family Day Care Rating Scale, is a tool that measures interaction between the caregiver and the children. Thirty-five different items are evaluated with 1 equating to “Not at all” and 4 meaning “Very much.” For the twenty-one positive items a score of 3 or 4 is considered a strength and for the fourteen negative items a score of 1 or 2 is considered a strength. A score of a 1 or 2 on a positive item and a score of 3 or 4 on a negative item are areas that need improvement. For this particular evaluation the researcher, for scoring purposes, divided the Arnett into four different subscales; Language, Interaction, Behavior Management, and Higher Order Thinking.

Strengths from the Caregiver Interaction Scale (Arnett)

Phyllis does not threaten the children in her care by using control. She uses the right amount of control over the children by exercising firmness only when necessary and by placing a low value on obedience.

Phyllis speaks warmly to the children, enjoys the children, and is not distant or detached from the children.

Phyllis does not reprimand the children unnecessarily when they misbehave nor is she harsh when scolding or prohibiting children. When children do misbehave she does not punish the children without explanation. She explains the reason for the rule they are breaking. When children are having a conflict, she encourages verbal behavior for conflict resolution.

Phyllis talks to the children very often and uses open-ended questions. When children speak to her she listens attentively, talks to them on a level they can understand and kneels, bends, or sits at their eye level to establish better eye contact.

Phyllis is interested in the children's activities and she shows this by being enthusiastic about the children's activities and efforts, as well as by encouraging the children to try new experiences. She spends considerable time interacting with the children both as a group and as individuals.

Phyllis encourages peer social interaction, encourages the children to exhibit prosocial behavior, and helps the children take the viewpoint of others.

Phyllis is not critical of the children nor does she speak with irritation or hostility to them.

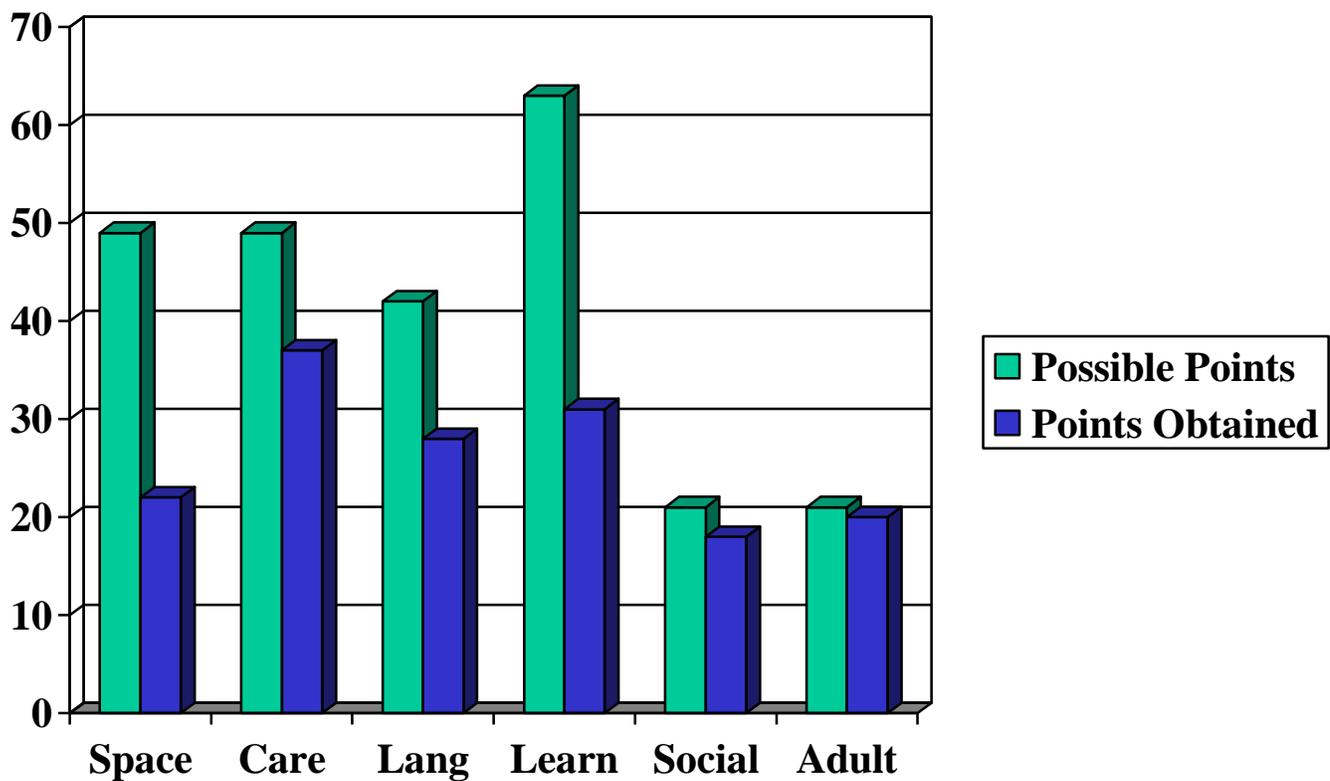
Phyllis allows the children to participate in many of the things they want to do and she expects the children to exercise appropriate amounts of self-control.

Phyllis supervises the children closely while encouraging choices or a variety of options, symbolic or literary materials, and number or spatial concepts.

Areas for Improvement from the Caregiver Interaction Scale (Arnett)

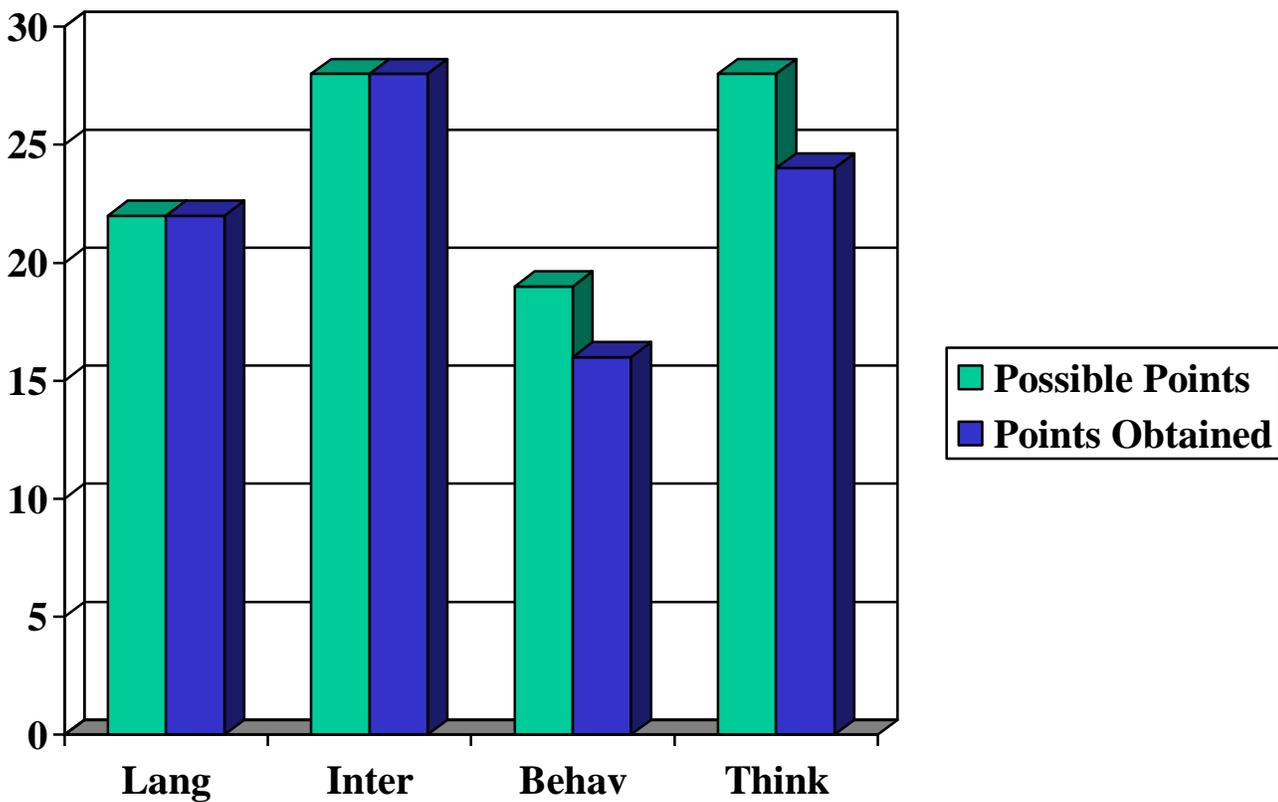
Phyllis should encourage children transform, reconstruct, plan, or problem solve. For example, she could help children solve a problem by offering them more than one solution.

Family Day Care Rating Scale



Space = **Space and Furnishings for Care and Learning**
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Arnett



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PENNS^TATE



Capital Area Early Childhood Training Institute

Phyllis's Individual Profile

Spring 2002

*This profile was based on two - three hour observations in the spring of 2001 and the spring of 2002. The observation includes what the researcher recorded, what the researcher saw or the testimony of the family provider. The suggestions are offered to help the family providers improve the overall quality of their family day care home. *

Demographics

Phyllis has five grown children of her own and thirteen grandchildren, two of which she is currently raising. Phyllis also has experience with children from helping her church with summer camp. Her favorite age group is infants to age twelve, however she enjoys all ages. Phyllis believes that the most important thing she can do for the children she cares for is, "Love them and keep them safe and secured." Phyllis gives children a feeling of self-worth by holding conversations with them and asking them what interests they have. Phyllis believes that God made all of us equal and because of this she is able to accept children from different cultural and racial backgrounds with open arms.

Phyllis plans on going back to school, obtaining her GED, and then continuing and getting her CDA. She feels that she is a good provider because she loves children and loves working with them.

Family Day Care Rating Scale Evaluation

The Family Day Care Rating Scale is based on a Likert scale with 1 being the lowest score and 7 the highest score. Concentrating on the environment, this tool uses thirty-two different questions to rate the overall quality of a Family Day Care Home. Scores notated are a reflection of observed behavior. If caregiver implements the suggestions found in this profile it could result in higher scoring.

Family Day Care Rating Scale (FDCRS)

1) Furnishings for Routine Care and Learning

Suggestions for further improvement:

- Child-sized chairs should be available for children in care (children's feet should touch the ground when sitting on the chairs)
- Furniture should not crowd space used for childcare
- Have child-sized play furnishings available and accessible

2) Furnishings for Relaxation and Comfort

Improvements since the pre-test:

- Children are allowed to use 2 or more soft pieces of furniture in area used for child care
- Many soft stuffed toys are available for daily use
- Soft, child-sized furnishings provided especially for children

3) Child-Related Display

Improvements since the pre-test:

- Some store bought or adult-made pictures put up especially for children to look at
- Much of children's work displayed: at least two items per child enrolled
- Many items of interest to children on child's eye level or where children are held up to see
- Display changed at least monthly to match children's activities and interest

4) Indoor Space Arrangement

Improvements since the pre-test:

- Adequate space set aside for use by children: play space for preschoolers
- Space is well arranged
- Adequate storage and space to play in each activity area
- Space set up so children of different ages can use it at the same time

Suggestions for further improvements:

- Clearly define two or more play areas (Ex. dramatic play, block area, art area, book/cozy area)
- Have additional materials organized and available to add or to change play areas
- Arrangements should promote independent use by children (Ex. Label shelves)

5) Active Physical Play

Improvements since the pre-test

- Physical play provided indoors for all ages in bad weather
- Many active physical materials for each age group
- Materials provided for preschoolers' imaginative play
- New challenge added each week through planned activity

6) Space to be Alone

Suggestions for Further Improvements:

- Set space aside for one or two children to play, protected from others
- Provide play-alone activities on a regular basis
- Use play-alone space to avoid problems or to help children concentrate on an activity

7) Arriving/Leaving

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

8) Meals/Snacks

Suggestions for further improvement:

- Sit, eat, and talk with children to make meal/snack time a pleasant social time
- Make parents aware of lunch/snack menus
- Encourage self-help skills during meals/snacks

9) Nap/Rest

Improvements since the pre-test:

- Space used is good for resting (Ex. children placed at least 2 feet apart)
- Children helped to relax
- Individual needs of children are met

10) Diapering/Toileting

Suggestions for further improvement:

- Diaper children on protective pad or changing table which is thoroughly cleaned and sanitized after each use
- Diapering should be done near a source of hot water
- Have equipment that promotes self-help (Ex. steps near sink)
- Work with parents to toilet train children
- Use diapering/toileting as a time to talk with and relate warmly to children
- Use diapering/toileting as a time to promote self-help in cleanliness and dressing skills (Ex. hand washing, using toilet paper, buttoning and snapping)

11) Personal Grooming

Improvements since the pre-test:

- Self-help is encouraged in personal grooming
- Care is given to children's appearance
- Individual toothbrushes are used for each child at least once during the day

12) Health

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

13) Safety

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

14) Language and Reasoning

Suggestions for further improvements:

- Use language to share information with children
- Encourage children to talk
- Add to ideas presented by children
- Help children enjoy language (Ex. sing with children, rhyme words)
- Make sure to have an informal conversation with each child every day
- Ask preschoolers questions needing longer and more complex answers, "why, how, what if"
- Encourage children to use talking to solve problems

15) Helping Children Understand Language

Improvements since pre-test:

- At least 20 children's books and several picture games accessible to children daily for independent use
- Materials that help children understand language are available for all age groups
- At least one planned language activity daily
- Phyllis checks out materials from library once a month, or adds to materials in other ways

16) Helping Children use Language

Improvements since pre-test:

- Many materials for helping children practice talking accessible for independent use daily
- Phyllis uses 2 activities a day to encourage children to talk

Suggestions for further improvements:

- Daily plans should provide a wide range of activities that encourage talking at each age group

17) Helping Children Reason

Suggestions for further improvements:

- A variety of games and materials are should be accessible and in good repair (Ex. puzzles, nesting blocks)
- While children are using materials, Phyllis should help children think by talking about shape, size, etc
- At least one nature/science/cooking activity each week
- Encourage children to reason throughout the day by pointing out the sequence and results of daily events
- Work with every child on appropriate reasoning concepts at least once a week (Shape sorting boxes for infants would be an appropriate reasoning concept activity)

18) Eye-Hand Coordination

Suggestions for further improvements:

- Eye-hand materials rotated to maintain interest
- Materials organized to encourage self-help
- Assist children in developing eye-hand coordination skills

19) Art

Improvements since pre-test:

- Crayons and paper, or other drawing materials accessible daily for free expression
- Art materials needing supervision planned at least 3 times a week
- Creativity encouraged, very few projects have children copy an example
- Activities include at least one 3-dimensional material per week

20) Music and Movement

Improvements since pre-test:

- Musical experiences regularly available to children at least 3 times a week
- Musical experiences provided for all age groups

Suggestions for further improvements:

- Plan space and time for music and movement daily
- Sing informally with children daily
- Have a variety of dance props and musical instruments accessible for independent use by children

21) Sand and water Play

Suggestions for further improvements:

- Provide sand and water play year round, 3 times a week
- Use a variety of toys for sand and water play

22) Dramatic Play

Improvements since the pre-test:

- A variety of dramatic play materials, with accessories are available daily
- Materials are accessible to children for both indoor and outdoor use
- Props are more than just housekeeping, including transportation, work roles, or adventure

Suggestions for further Improvements:

- Have dramatic play materials well organized (Ex. play dishes in separate bins, play clothes hung on pegs)
- Dramatic play materials should include some child-sized furniture (Ex. small stove)

23) Blocks

Suggestions:

- Accessories should be provided with blocks (Ex. trucks, cars)
- Block play should be away from traffic area
- Keep blocks and accessories well organized and gathered together for independent use

24) Use of T.V

Improvements since pre-test:

- Phyllis limits the use of T.V to programs and video games to those regarded as good for children
- Phyllis provides alternative activities while T.V is on
- Phyllis uses T.V as an educational experience
- Phyllis joins children in viewing, asks questions, and adds information
- Phyllis plans some play activities to follow up on T.V programs

25) Schedule of Daily Activities

Suggestions for further improvements:

- Plan at least two special activities daily, one indoors and one outdoors weather permitting (Ex. story, art, music, walks, water play)
- Provide smooth transitions from activity to the next
- Use daily routines as learning experiences (Ex. teach self-help skills)

26) Supervision of Play Indoors and Outdoors

Suggestions for further improvements:

- Look for chances to extend learning
- Carefully set up activities to avoid conflict (Ex. enough blocks for several children to play together at the same time)

27) Tone

Suggestions for further improvements:

- Phyllis and the children should seem relaxed, voices cheerful, and should be doing a lot of smiling
- Phyllis and the children should show respect and kindness for one another
- Phyllis should praise children for being kind and helpful to others

28) Discipline

Suggestions for further improvements:

- Praise and attention should be given to children for good behavior
- Think ahead and try to avoid problems
- Handle minor problems before they become more serious (Ex. help children share toys before they quarrel)
- Help children find positive solutions to problems through discussion

29) Cultural Awareness

Improvements since the pre-test:

- There are many examples of racial variety in dolls, pictures, and books
- Holidays and cultural customs of all children in group is included
- Boys and girls are encouraged to choose activities without being limited to traditional roles
- People of all ages are represented in pictures and books
- Phyllis plans the use of multicultural, multiracial and non-sexist materials

30) Relationship with Parents

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

31) Balancing Personal and Caregiving Responsibilities

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

32) Opportunities for Professional Growth

- The quality of care for this item was at an optimum level for both the pre-test and post-test observations, please, continue to maintain the same high standards

Arnett Evaluation

The Arnett, unlike the Family Day Care Rating Scale, is a tool that measures interaction between the caregiver and the children. Thirty-five different items are evaluated with 1 equating to “Not at all” and 4 meaning “Very much.” For the twenty-one positive items a score of 3 or 4 is considered a strength and for the fourteen negative items a score of 1 or 2 is considered a strength. A score of a 1 or 2 on a positive item and a score of 3 or 4 on a negative item are areas that need improvement. For this particular evaluation the researcher, for scoring purposes, divided the Arnett into four different subscales; Language, Interaction, Behavior Management, and Higher Order Thinking.

Strengths from the Caregiver Interaction Scale (Arnett)

Phyllis does not threaten the children in her care by using control. She uses the right amount of control over the children by exercising firmness only when necessary and by placing a low value on obedience.

Phyllis speaks warmly to the children, enjoys the children, and is not distant or detached from the children.

Phyllis does not reprimand the children unnecessarily when they misbehave nor is she harsh when scolding or prohibiting children. She does not punish children without explanation.

Phyllis talks to the children very often and uses open-ended questions. When children speak to her she listens attentively, talks to them on a level they can understand and kneels, bends, or sits at their eye level to establish better eye contact.

Phyllis is interested in the children's activities and she shows this by being enthusiastic about the children's activities and efforts, as well as by encouraging the children to try new experiences. She spends considerable time interacting with the children both as a group and as individuals.

Phyllis encourages peer social interaction, she encourages children transform, reconstruct, plan, and problem solve. She also helps the children take the viewpoint of others and encourages the children to exhibit prosocial behavior

Phyllis is not critical of the children nor does she speak with irritation or hostility to them.

Phyllis allows the children to participate in many of the things they want to do and she expects the children to exercise appropriate amounts of self-control.

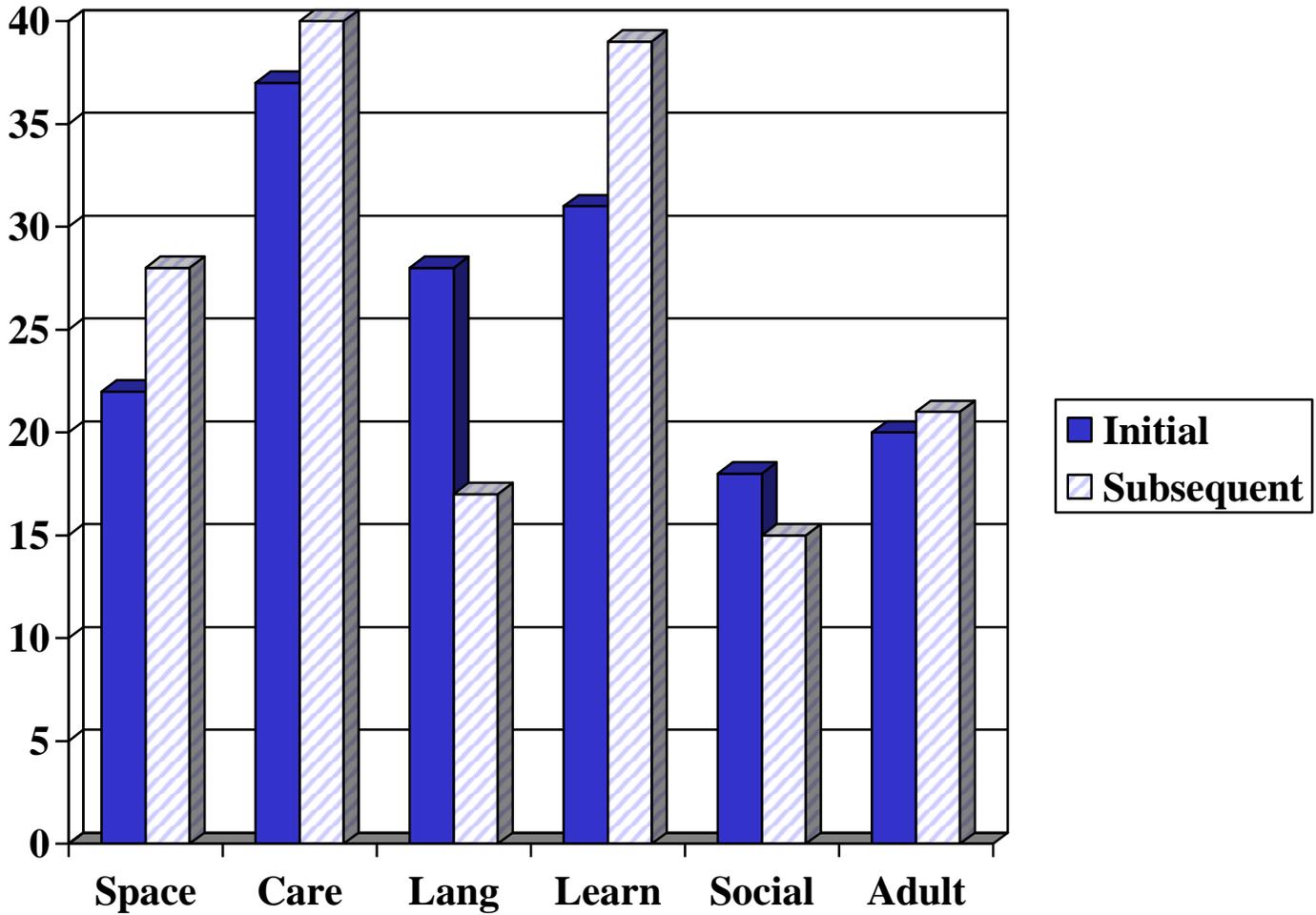
Phyllis supervises the children closely while encouraging choices or a variety of options, symbolic or literary materials, and number or spatial concepts.

Areas for Improvement from the Caregiver Interaction Scale (Arnett)

When children misbehave, Phyllis should explain the reason for the rule they are breaking. For example, if a child is climbing on the table Phyllis could say, “You may not climb on the table, you could fall off and hurt yourself. You may climb on the climber.”

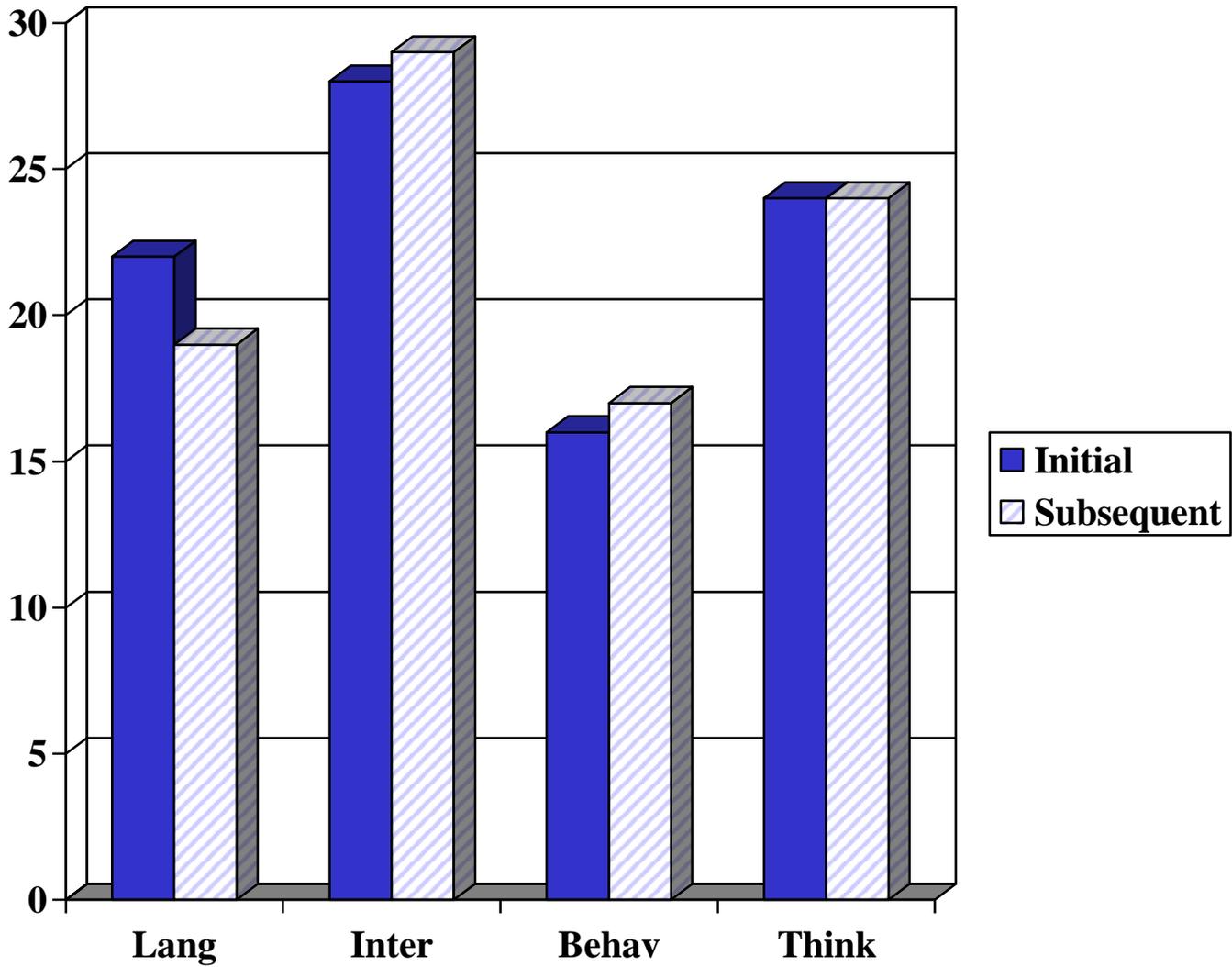
Phyllis should encourage the children to use verbal behavior for conflict resolution. For example, Phyllis could say to a child that is upset because another child took their toy, “Use your words to tell Johnny how that made you feel when he took your toy.”

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