



Program/Provider Name: _____ Program # _____

Address: _____

Educator: _____ Date: _____

of children:

infants _____ # toddlers _____ # preschoolers _____ # school age _____
of the above #s how many are children with disabilities _____

Proposed Regulation*

7.05 (2): Educators must be nurturing and responsive to children by:

- (a) frequently expressing warmth to individual children through behaviors such as holding babies, social conversations (including response to babies' vocalizations), joint laughter, eye contact, and smiles, and communicating at children's eye level;
- (b) providing attentive, consistent, comforting, and culturally sensitive care;
- (c) being consistent and predictable in their physical and emotional care of children, and when implementing program rules and expectations;
- (d) recognizing signs of stress in children's behavior and responding with appropriate stress-reducing activities.

(Use this space for comments.)

Observations
(check all that apply)



- ☐ I talk with individual children as opposed to the whole group most of the time.
- ☐ I am physically at the child's eye level when communicating with him / her.
- ☐ I show affection to children by hugs, back-pats or back rubs.
- ☐ I enjoy the children.
- ☐ I smile and display other facial expressions with infants.
- ☐ I talk to infants while holding, changing diapers, feeding.
- ☐ I mimic/repeat young infant babbling sounds.
- ☐ I hold infants at times other than feeding and changing.
- ☐ I respond quickly to fussing or crying infants.
- ☐ There is joint laughter and/or smiling between the children and me.
- ☐ I respond quickly to children who appear angry, sad or upset.

<p style="text-align: center;">Proposed Regulation*</p> <p>7.05 (3): Educators must support children in the development of self-esteem, independence and self-regulation by:</p> <ul style="list-style-type: none"> (a) demonstrating courtesy and respect when interacting with children and adults (b) encouraging appropriate expression of emotions, both positive (e.g. joy, pleasure, excitement) and negative (e.g. anger, frustration and sadness); (c) encouraging children's efforts, work and accomplishments; (d) offering opportunities for children to make choices and decisions. <p style="text-align: center;">(Use this space for comments.)</p>	<p style="text-align: center;">Observations (check all that apply)</p> <p>✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> I am next to child/children when I talk to him/them. <input type="checkbox"/> When talking to individual children, I cannot be heard across the classroom. <input type="checkbox"/> I say "please" and "thank you" when making requests of children. <input type="checkbox"/> I say "please" and "thank you" when making requests of other Educators. <input type="checkbox"/> I smile and say "Hello, _____" using each child's name as he/she arrives. <input type="checkbox"/> I encourage children to verbalize their feelings. <input type="checkbox"/> Children talk about their feelings. <input type="checkbox"/> I praise children for their accomplishments and their efforts. <input type="checkbox"/> I am enthusiastic about children's activities and efforts. <input type="checkbox"/> I encourage children to make their own choice of activities.
<p style="text-align: center;">Proposed Regulation*</p> <p>7.05 (4): Educators must support children in the development of social competence by:</p> <ul style="list-style-type: none"> (a) promoting interaction and language use among children and between children and adults by talking to and with children frequently; (c) modeling cooperation, problem-solving strategies and responsible behavior for children; (d) assisting children in learning social skills such as sharing, taking turns, and working together; 	<p style="text-align: center;">Observations (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Children are engaged with materials or each other. <input type="checkbox"/> Children appear to enjoy the program and each other. <input type="checkbox"/> I use open-ended questions when talking with children. <input type="checkbox"/> I model cooperation by sharing materials with others and helping others when needed. <input type="checkbox"/> I join in with children in games and activities.
<p>*This document is being provided for training and preparation as a convenience to educators in advance of promulgation of the regulations. The number and the exact wording of the regulations in this document may differ from the final regulations at promulgation.</p>	

<p style="text-align: center;">7.05 (4) continued</p> <p>(e) encouraging children to listen to, help, and support each other;</p> <p>(f) providing guidance to assist children in resolving conflicts, finding solutions to problems, and making decisions.</p> <p style="text-align: center;">(Use this space for comments.)</p>	<p style="text-align: center;">Observations (check all that apply)</p> <p>✓</p> <p><input type="checkbox"/> Children wait patiently for their turn with an activity or for my attention when necessary.</p> <p><input type="checkbox"/> I encourage children to play/work together.</p> <p><input type="checkbox"/> Children choose to work together on games or activities.</p> <p><input type="checkbox"/> Children listen to each other and help one another as they are able.</p> <p><input type="checkbox"/> Children comfort one another by words or gestures.</p> <p><input type="checkbox"/> I respond promptly to children's requests for assistance.</p> <p><input type="checkbox"/> I help children with problem-solving by suggesting options or asking leading questions.</p>
<p style="text-align: center;">Proposed Regulation*</p> <p>7.05 (5): Educators must provide guidance to children in a positive and consistent way based on an understanding of the individual needs and development of children by:</p> <p>(a) encouraging self-control and using positive child guidance techniques such as recognizing and reinforcing children's appropriate behaviors, having reasonable and positive expectations, setting clear and consistent limits, and redirecting.</p> <p style="text-align: center;">(Use this space for comments.)</p>	<p style="text-align: center;">Observations (check all that apply)</p> <p><input type="checkbox"/> I praise children for positive behavior.</p> <p><input type="checkbox"/> I redirect children's behavior.</p> <p><input type="checkbox"/> I am calm when dealing with misbehavior.</p> <p><input type="checkbox"/> I offer children acceptable ways to express their feelings (other than misbehavior).</p> <p><input type="checkbox"/> I handle minor problems before they become serious.</p> <p><input type="checkbox"/> There are few instances of misbehavior</p> <p><input type="checkbox"/> Behavior management does not take significant time away from other activities.</p>

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