

Program/Provider Name: _____ Program # _____

Address: _____

Educator(s): (list names) _____

of children at time of visit:

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

Date of observation _____ Length of observation: _____

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 space above for comments.)

Observations

(check all that apply during observation)



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

| Proposed Regulation | Observations (check all that apply during observation) |
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| <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>(Use space above for comments)</p> | <p>✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> Educators are next to child/children when they talk to him/them. <input type="checkbox"/> When talking to individual children, the Educator cannot be heard across the classroom. <input type="checkbox"/> Educators say “please” and “thank you” when making requests of children. <input type="checkbox"/> Educators say “please” and “ thank you” when making requests of other Educators. <input type="checkbox"/> Educators smile and say “Hello, _____” using each child’s name as he/she arrives. <input type="checkbox"/> Educators encourage children to verbalize their feelings. <input type="checkbox"/> Children talk about their feelings. <input type="checkbox"/> Educators praise children for their accomplishments and their efforts. <input type="checkbox"/> Educators are enthusiastic about children’s activities and efforts. <input type="checkbox"/> Educators encourage children to make their own choice of activities. |
| <p>7.05 (4): Educators must support children in the development of social competence by:</p> <ul style="list-style-type: none"> 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; | <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"/> Educators use open-ended questions when talking with children. <input type="checkbox"/> Educators model cooperation by sharing materials with each other and helping one another when needed. <input type="checkbox"/> Educators join in with children in games and activities. |

*This document is being provided for training and preparation as a convenience to educators in advance of promulgation of the regulations. Therefore, the number and the exact wording of the regulation in this document may differ from the final regulations at promulgation.

| Proposed Regulation * | Observations |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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 space above for comments)</p> | <p style="text-align: center;">(check all that apply during observation)</p> <p>✓</p> <p><input type="checkbox"/> Children wait patiently for their turn with an activity or for the Educator's attention when necessary.</p> <p><input type="checkbox"/> Educators 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"/> Educators respond promptly to children's requests for assistance.</p> <p><input type="checkbox"/> Educators help children with problem-solving by suggesting options or asking leading questions.</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 space above for comments)</p> | <p><input type="checkbox"/> Educators praise children for positive behavior</p> <p><input type="checkbox"/> Educators are calm when dealing with misbehavior.</p> <p><input type="checkbox"/> Educators redirect children's behavior</p> <p><input type="checkbox"/> Educators offer the child acceptable ways to express their feelings (other than misbehavior).</p> <p><input type="checkbox"/> Educators 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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