



# Quality ChildCare

For Registered Home-Based Providers

CENTER ON THE FAMILY ★ UNIVERSITY OF HAWAII

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## 10 Hallmarks of Quality Child Care

1. Build trusting relationships
2. Provide consistent care
3. Support children's health
4. Provide a safe environment
5. Provide positive guidance
6. Provide a language-rich environment
7. Foster curiosity and development through play
8. Individualize care and learning activities
9. Partner with parents
10. Pursue personal and professional growth

## This Month's Hallmark of Quality Child Care

### Provide Consistent Care

## Consistent Care—the Key to Helping Children with Social- Emotional Difficulties

As young children grow from infants to toddlers to preschoolers, they learn to interact with other people. Being able to follow directions, play well with others and become aware of the feelings of others are important skills for all children to accomplish prior to entering kindergarten. For some children, it's not that easy. For a variety of reasons, their social-emotional development may be off track. These children may not respond well to the expectations of your program. They may be overactive, impulsive, or even aggressive toward the other children.

All children need consistent daily schedules and dependable routines to help them understand what is expected of them. But for a small percentage of children, consistent interactions and loving guidance may not be enough for them to learn to put the expectations into practice. When children continuously test all the limits, even experienced child care providers can feel challenged and frustrated. After trying every strategy you know without success, you may be tempted to release the child from your care. However, if you do that, the unresolved behavior problems will follow the child to his next setting and could get worse by the time he enters kindergarten. This newsletter will provide you with suggestions on how you can help the child make progress in this area of social-emotional development. Partnering with parents to create a consistent approach between home and child care will be an important first step for a successful intervention.



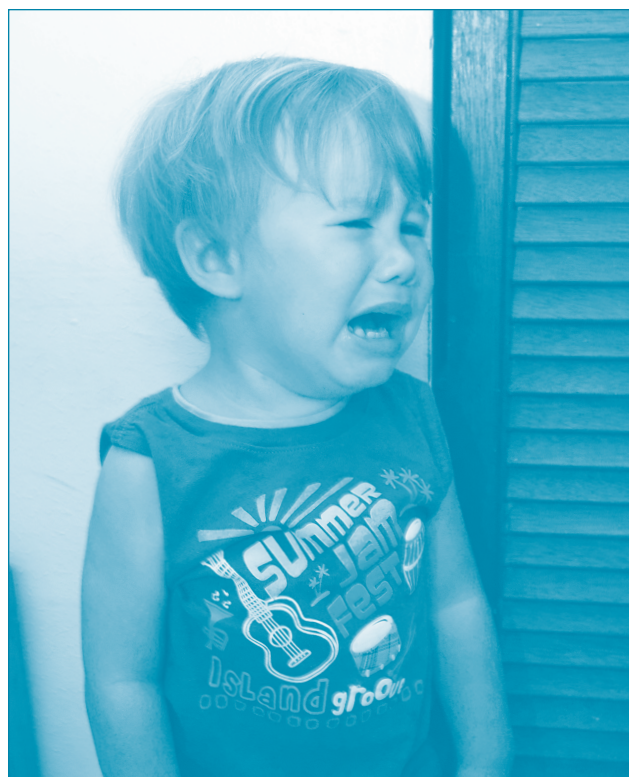
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## Social and Emotional Concerns

It's common for children to sometimes have difficulties playing with others, following rules, or accepting change. Lots of children get upset when they don't get their way. Some emotional displays are typical, but children who constantly struggle to deal with these issues may need professional screening and/or evaluation of their social and emotional development. A very small percentage of children will have an actual social-emotional disability. Some behaviors that you and the child's family are unable to manage, such as

- agitation and screaming
- frequent acts of aggression
- excessive activity
- impulsiveness

may suggest a social or emotional problem that calls for a professional evaluation. If you and the parents are concerned about a child's social-emotional development, a referral can be made for screening and evaluation by the Hawaii Keiki Information Service System (H-KISS). Their contact information is on page 4 of this newsletter.



## Resources for Helping Children with Social-Emotional Difficulties

Children who lag behind in social-emotional development need focused attention and extra support. PATCH offers free classes in an approach developed by Vanderbilt University's Center for the Social and Emotional Foundations of Early Learning (CSEFEL). The basis of this approach is warm and nurturing relationships in a predictable and organized environment. The CSEFEL website, which is listed on Page 4 under Citations, provides many excellent free materials for your use.

Another resource, the Extension Alliance for Better Child Care, recommends the following three strategies:

- provide consistent guidance and support when children interact with others
- adapt activities to support children's learning
- guide transitions.

See examples of ways to use these three strategies on the following page.





## Provide Consistent Guidance and Support

Children who have difficulty playing with other children, may need specific cues for handling anger or frustration.

- Set up regular schedules and routines, and follow them consistently.
- Watch for signs of aggressive behavior. Document all aggressive behavior and identify behavior patterns.
- If a child tends to be aggressive, be nearby to intervene whenever possible.
- Teach children problem-solving skills. Help them identify the problem, brainstorm possible solutions, choose the best solution, and test it out.
- Provide a cozy, quiet space for times when a child needs a break from other children or activities.

## Adapt Activities to Support Children's Learning

- Provide activities that will help the child feel capable.
- Capitalize on children's interests. If a child is a dinosaur expert, build in dinosaur-related activities. If the child loves active play, be sure to build in plenty of ways for children to be physically active, both indoors and outside.
- Watch for periods when children are calm and in control. Use these times to acknowledge the child's appropriate behavior.
- Keep stories and group activities short to match attention spans. Seat the child near you and away from distractions.
- Offer an appropriate number of toys and materials. Children need choices, but too much "stuff" may overwhelm them.



## Guide Transitions

Children who are emotionally immature may have challenges moving from one activity to another. Changes in routine may upset them, and they may require more time and warnings to handle transitions.

- Post a picture schedule. Take photos of different daily activities (indoor play, clean-up, snack time, etc.) and post the photos on the wall in chronological order. Encourage children to check the pictures so they will know what comes next.
- Announce clean-up time and other transitions ahead of time. Giving children a "warning" prepares them that they will need to stop their current activity soon.
- Avoid empty waiting periods. All young children have a hard time waiting, but children with social and emotional difficulties may find waiting even harder. Be sure the next activity is set up before you begin the transition. Fill waiting periods with songs, fingerplays, guessing games, and other activities to keep the children engaged.

## Citations:

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)  
[Retrieved on-line July 29, 2014] <http://csefel.vanderbilt.edu/>

Extension Alliance for Better Child Care.  
[Retrieved on-line 7/25/14] <http://www.extension.org/pages/25362/extension-alliance-for-better-child-care-community-of-practice-description#.U59v14ZBnlb>

<http://www.extension.org/pages/58557/social-and-emotional-disabilities:-signs-of-concern#.U9GDyfnYVjM>

<http://www.extension.org/pages/61260/specific-ideas-for-child-care-providers-to-help-children-with-social-and-emotional-disabilities#.U9GD4fnYVjM>

## Resources

Hawaii Keiki Information Service System (H-KISS) information and referral line:

Oahu 808-594-0066

Neighbor Islands 1-800-235-5477



## Reflection Sheet and Award Book

- To receive the award book for this month, fill out your caregiver's reflection sheet and return it to the Center on the Family in the postage paid envelope by the deadline posted.
- Indicate if you would like to receive free technical assistance related to a child care issue.
- Update your address or contact information if any changes have taken place.

**REMINDER:** Registered QCC Participants can use their participation in the program to fulfill the relicensing requirement of "increased knowledge." Ask your DHS Licensing Social Worker about the requirements today.

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**Learning to Grow Quality Child Care for Registered Home-Based Providers**  
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