



New Staff Orientation Workbook



#1

WELCOME

Tape 1 (Red)

Welcome to your new center! You are about to take on an exciting role as a team member, working with children, families, and other staff members. Many rewards and challenges await you!

- Become familiar with this training program.
- Discover characteristics of quality child care.

■ Today's activity...

Come up with a plan of when and how you are going to complete this Orientation program.

■ Today's assignment...

Who is the person who will answer your questions about your new center and will work with you as you complete this program?

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What are two questions you have about your center?

I do not have any questions at this time.

1.

2.

Look through the workbook. What three units are you most interested in learning about in the New Staff Orientation?

1.

2.

3.

When you think about quality child care, what three things would you say are most important?

1.

2.

3.



Director's signature

Name	Date completed
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#2

WORKING WITH CHILDREN IN A GROUP SETTING

Working with children in a child care center is different from caring for your own children. Learn the skills you'll need and what to expect as you adjust to your new job working with children.

- Learn how caring for other people's children is different from caring for your own children.
- Discover that toddlers and preschoolers behave differently.
- Know how to help children and parents adjust to a new caregiver.

■ Today's activity...

Learn the names of the children in your group
(*hint: you can use name tags, pictures with children's names*).

and

Take a container of toys, sit down with a group of children, and observe what happens.

■ Today's assignment...

Write a brief introduction for parents about "Who you are."

Ideas of what to include:

- name
- education or training
- experience with children
- interests, things you like to do
- other things you'd like parents to know about you

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Name	Date completed
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#3

ADJUSTING TO THE NEW CENTER

Your child care center has some basic expectations, policies, and procedures. Become familiar with these, as well as the resources available to support you in your role as a professional caregiver.

- Become aware of the policies and procedures of your new center.
- Learn how to find resources in your center that you can use.

■ Today's activity...

Find where the policies and procedures of your new center are kept and what information they include.

■ Today's assignment...

Talk about the focus or philosophy of your center with your director.

In your own words briefly describe it.

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Director's signature

Name	Date completed
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#4

SUPERVISION OF CHILDREN

Tape 1 (Purple)

Children should never be left alone. Learn how to supervise children at your child care center.

- Know and count the children.
- Know where to stand in the room.
- Work as a team with other caregivers.

■ Today's activity...

Activity Card

Carry a small notepad and pencil around for a day. Note the times when you count the children in your care and what was going on when you counted. When you review your notes, ask yourself these questions:

- Did I count the children whenever we moved from one area to another, including outside?
- Did I count the children when I entered the room and did I give the count to the other staff member when I left the room?
- Did I compare my number with the sign-in sheet or another staff member's count?
- Did I miss other times during the day when I might have counted?

■ Today's assignment...

"Room Awareness" is very important when supervising young children. Carefully look at the room arrangement on the next page and answer the questions below.

1. Imagine you are the only staff person for eight children. Mark an "X" to indicate the best place for you to supervise the children during free play time.

Explain why you chose this place.

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.....

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2. Now imagine there are two adults caring for fifteen children. Mark two "X's" (one "X" for you and the second "X" for the additional adult) to indicate where you both should be in order to supervise this group of children.

Explain why you chose these places.

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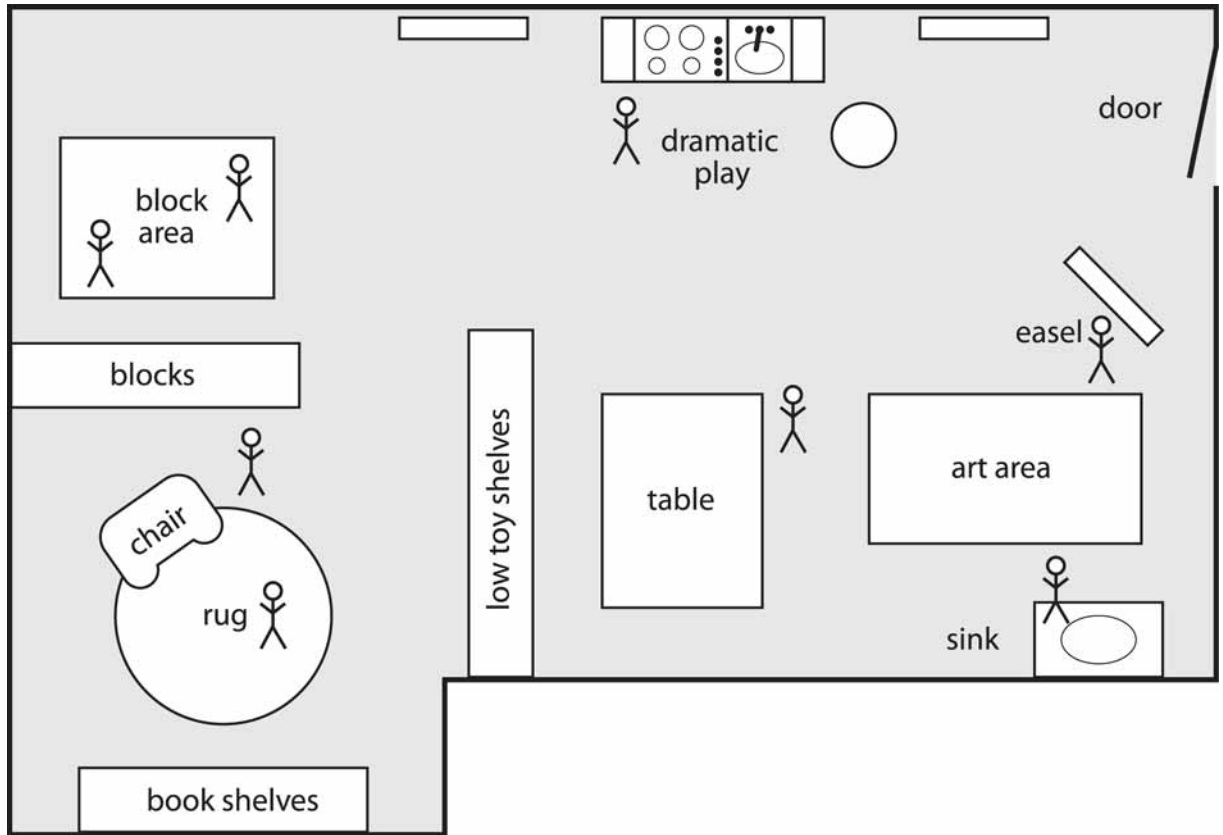
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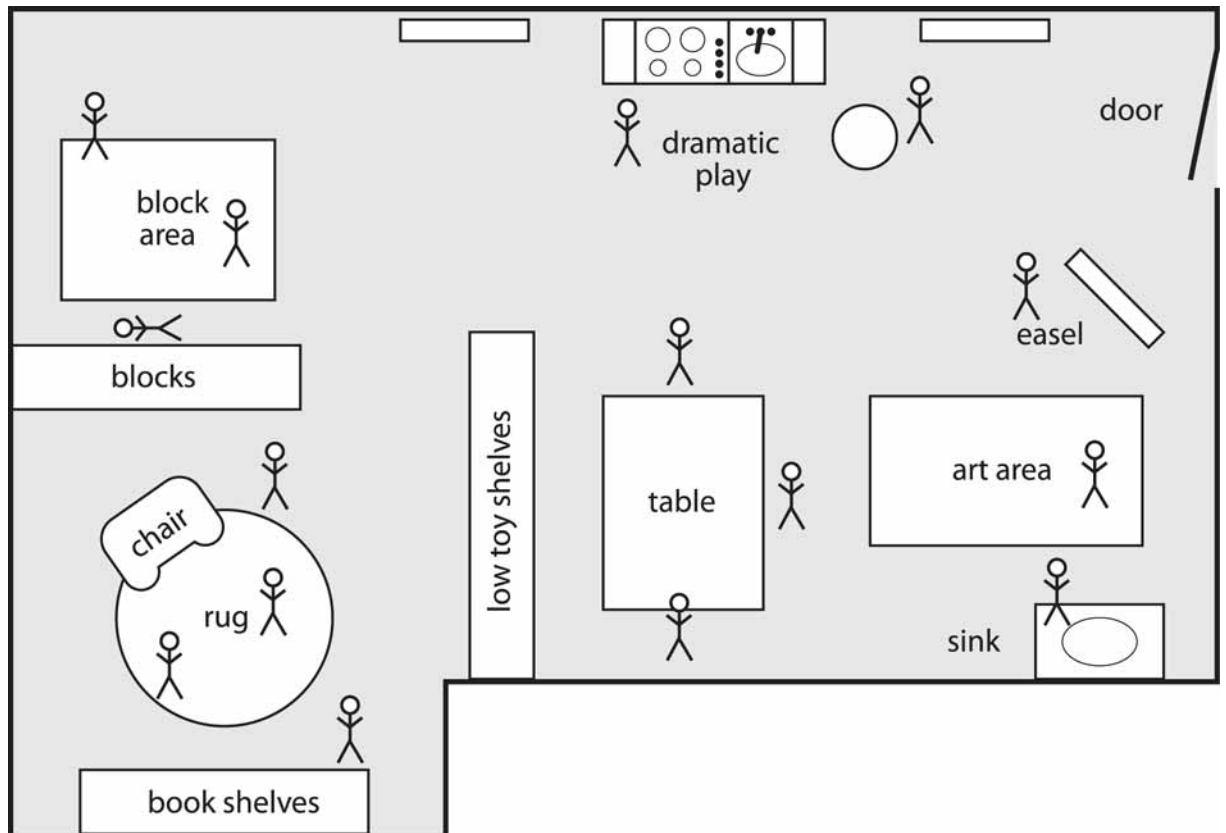
Name	Date completed
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#4 SUPERVISION OF CHILDREN

1. Imagine you are the only staff person for eight children. Mark an "X" to indicate the best place for you to supervise the children during free play time.



2. Now imagine there are two adults caring for fifteen children. Mark two "X"s (one "X" for you and the second "X" for the additional adult) to indicate where you both should be in order to supervise this group of children.



#5

CREATING A SAFE SPACE FOR CHILDREN

You are part of your center's safety team. Recognize unsafe situations and learn what to do about them.

- Become aware of your role in providing a safe space for young children.
- Learn that safety concerns change as children grow and develop.
- Know what to do in unsafe situations.

■ Today's activity...

Go on a site safety scavenger hunt. Find and check off the following items:

- | | |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <input type="checkbox"/> Fire Extinguisher | <input type="checkbox"/> Special Concerns/
Allergy Information for Children |
| <input type="checkbox"/> Fire Alarm Pull | <input type="checkbox"/> Emergency Phone Numbers |
| <input type="checkbox"/> First Aid Kit | <input type="checkbox"/> Emergency Procedures |
| <input type="checkbox"/> Locked Medicine Box | <input type="checkbox"/> Safety Plugs in All Outlets |
| <input type="checkbox"/> Information and Evacuation Plan | <input type="checkbox"/> Locked Cleaning Supplies |
| <input type="checkbox"/> Emergency Contact Information
for Children | <input type="checkbox"/> Choke Testing Tube |
| <input type="checkbox"/> Child Pick Up or Approved Release
Information | |

■ Today's assignment...

Go over the site safety checklist with your director.
 Discuss with your director what you should do if a safety issue is identified.
 Briefly tell us what you learned from your director.

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Director's signature

Name	Date completed
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#6

REGULATIONS

Tape 2 (Blue)

There are many regulations that govern the operation of licensed child care programs. You will want to familiarize yourself with regulations.

- Learn why the Pennsylvania Department of Public Welfare regulations are important.
- Observe examples of regulations in practice.
- Understand how regulations affect your center.

■ Today's activity...

Find and review your center's copy of the Pennsylvania Department of Public Welfare regulations.

■ Today's assignment...

Now that you are aware of the regulations, write in the number of children one staff person may care for:

- a) 1 staff person infants
- b) 1 staff person young toddlers (1–2 years)
- c) 1 staff person older toddlers (2–3 years)
- d) 1 staff person preschoolers (includes kindergarten)
- e) 1 staff person young school age
- f) 1 staff person older school age (grade 4 and up)

What is the guideline when age groups are mixed?

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While children are napping, how many children can one staff person be left with?

- a) 1 staff person infants
- b) 1 staff person young toddlers (1–2 years)
- c) 1 staff person older toddlers (2–3 years)
- d) 1 staff person preschoolers (includes kindergarten)

Name	Date completed
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#7

HAND WASHING AND TOILETING

Cleanliness is critical! One important part of your job is to make sure that you and the children are following proper hand washing and toileting procedures.

- Know why and when it is important to wash hands.
- Know the correct procedures for hand washing.
- Learn diapering/toileting procedures.

■ Today's activity...

Activity Card

Record the times during the day when you washed your hands.

Record the times during the day when you had a child or the children wash their hands.

■ Today's assignment...

List four examples of when it is important to wash your hands.

1.
2.
3.
4.

Why do you think using proper hand washing, diapering, and toileting routines are especially important in a child care center?

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Name	Date completed
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#8

HEALTHY ENVIRONMENTS

Tape 2 (Purple)

You play a role in creating a healthy environment for the children at your center.

- Understand why it is important to prevent the spread of infection through daily and ongoing sanitation.
- Learn your center's policies for care of sick children.

■ Today's activity...

Find out from your director what your center's policy is about sick children:

- When they appear sick when they arrive
- When they become ill during the day
- How long before they can return to child care

Ask your director if any of the children you care for have special health needs.

■ Today's assignment...

Ask your director what the policy is for administering medication to children.

What is it?

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Ask your director if you are responsible for any cleaning routines in your center. If so, what are you responsible for cleaning?

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Director's signature

Name	Date completed
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#9

EMERGENCY PROCEDURES

Keeping a cool head in an emergency is important. Be prepared and know what to do in an accident or emergency.

- Know your center's emergency plan and your role in it.
- Become aware of your center's procedures for an accident involving a child.

■ Today's activity...

In each classroom you work in, locate and find out what is in the first aid kit.

■ Today's assignment...

Tell us why it is important to have a first aid kit with you when children are outside or on a field trip.

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Talk to your director about fire drills. What did you learn?

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What is your role during a fire drill? Tell us what your director said.

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Director's signature

Name	Date completed
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COMMUNICATING WITH CHILDREN

Communicating with the children is essential for quality child care. There are many good ways to communicate, with and without words.

- Learn about nonverbal communication (body language, smiling, and listening).
- Learn about effective ways to talk with the children.
- Realize the importance of encouraging and respecting the children in your care.

■ Today's activity...



Make yourself a card with the following statement on it to remind you how important it is to talk to children:

Today I will make a special effort to...

- use the children's names when I talk to them
- speak to the children at their eye level

■ Today's assignment...

It's important to talk to the children throughout the day. Tell them what you are doing and what you would like them to do. Tell us what you would say to each child in the following situations:

- Carrie, an 18-month-old child, has a runny nose.

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- Juan needs his diaper changed.

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Write down two ways you can help children lower their voices in the classroom.

1.
2.

Name	Date completed
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#11

Tape 3 (Blue)

NURTURING AND CARING ADULTS

Children need nurturing and caring adults.

Learn what this means in child care.

- Be aware of the ways you nurture children, emotionally as well as physically.
- Recognize that children need nurturing to grow and develop.
- Learn ways to help children who need extra support and care.

■ Today's activity...

Think about how you can include more nurturing and caring into the day.
Begin by greeting each child and parent by name when they arrive and leave.

Activity Card

■ Today's assignment...

Children need nurturing and caring adults.

Tell us about a time when a child needed extra nurturing.

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Describe what you did to give the child extra support and care.

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Name	Date completed
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#12

OBSERVING AND RECORDING CHILDREN'S BEHAVIOR

You can learn a lot about children by observing. Learn how to observe and use this valuable information.

- Know why it's important to take time to observe.
- Learn to identify what to observe.
- See how to observe and record behavior.

■ Today's activity...

Activity Card

Observe a child in your program for five to ten minutes. Write down the date and time of the observation. Write down what you see and hear.

Keep the following questions in mind as you watch the child:

- What is the child doing?
- Where is the action taking place?
- Who else is involved?
- What questions do you have about this child?

■ Today's assignment...

After you've observed the child in today's activity, answer the following questions: Tell us about your observation.

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What did you learn about this child?

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What would you plan for tomorrow that would interest this child?

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Name	Date completed
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#13

Tape 3 (Green)

THE EARLY CHILDHOOD CLASSROOM

Classroom arrangement and daily schedules help your child care program run smoothly.

- Identify the areas of classroom arrangement.
- Learn the differences between the daily schedule for an infant and for a preschooler.
- Become aware of the three sources of ideas for activity planning.

■ Today's activity...

Talk to your director about how the daily schedule is planned.

■ Today's assignment...

What did you learn from your director about how the daily schedule is planned?

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In the box below, make a drawing of a classroom you work in and label the areas (use the back of this page if needed).



Director's signature

Name	Date completed
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#14

PLAY AND THE YOUNG CHILD

Play is important for young children —
it's how they learn.

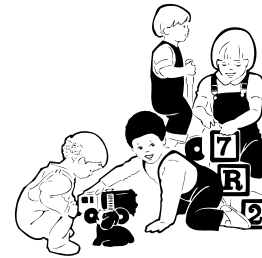
- Understand the ways in which play is children's work.
- Know the stages of play as children grow older.
- Know how to help children learn through play.

■ Today's activity...

Activity
Card

Observe a group of children you care for. Identify the type or types of play you see.

- Is it solitary play? (playing alone)
- Is it parallel play? (playing side by side)
- Is it cooperative play? (playing together)
- Did you observe one, two, or all three types of play?



■ Today's assignment...

Teachers play with children in many ways. Choose one of the ways from the list below and try it as you play with the children.

Teachers can:

- imitate the children's play
- show a novel use of materials to use in play
- balance times between leading and following play
- expand and extend the actions of play
- match the pace and tempo of play
- give new ideas to enhance play
- introduce new actions in play
- focus on process, not the end product, during play

1. Which idea did you use?

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2. Tell us what happened.

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Name	Date completed
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#15

LEARNING THROUGH PLAY

Tape 4 (Purple)

Arrange your classroom so that children can learn while playing.

- Know what toys and materials help children learn through play.
- Understand what children learn in different play areas of the classroom.

■ Today's activity...

Activity Card

Observe the children using toys and materials in one area of your classroom (block area, dramatic play area, reading area, art area, and quiet games area).

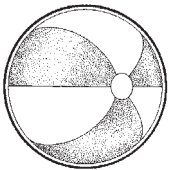
(Tip — Jot down the following questions on a piece of paper and review as you observe the children)

- Is there a variety of toys and materials available and at the child's level for play?
- Are they safe, clean, and in good repair for children to use?
- Are shelves labeled and organized so children can easily use and put away toys and materials?
- How often are toys and materials rotated or changed to keep learning interesting?

■ Today's assignment...

Tell us what children will learn from the following toys:

1. Ball



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2. Hat



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3. Stack of blocks



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Name

Date completed

#16

CHILD DEVELOPMENT

Tape 4 (Green)

Knowing how children develop helps you do your job better. Put the basic concepts of child development to work for you as you care for children.

- Know what influences a child's development.
- Learn what "developmentally appropriate" means.
- Find out how children develop.

■ Today's activity...



Ask yourself the following questions about one child in your classroom:

- What is the age of the child?
- What is the child like? Is the child loud, quiet, shy, outgoing, friendly, active or not active?
- What can you expect of a child this age?

■ Today's assignment...

Ask your director what "developmentally appropriate" means.

After talking with your director, tell us in your own words what "developmentally appropriate" means.

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Director's signature

Name	Date completed
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#17

PHYSICAL DEVELOPMENT

Young children are active, "hands-on" learners. Learn the basics of children's physical development so that you can support them as they grow.

- Learn the milestones of physical development.
- Realize that each child grows and develops at his own rate.
- Learn what you can do to support and encourage children's small and large muscle development.

■ Today's activity...

Observe a child 0-6 years of age. Think about where this child is in his physical development.

■ Today's assignment...

What is the age of the child you observed?

In your observation today, what physical skills did you see the child using?

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Describe three activities that will encourage this child's physical development.

1.
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2.
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3.
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Name	Date completed
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LANGUAGE DEVELOPMENT

Language development involves speaking, listening, reading, and writing. Learn how to support children's language development.

- Learn about language development.
- Be aware of how language develops from infancy to preschool.
- Learn what you can do to support and encourage children's language development.

■ Today's activity...

Observe a child 0-6 years of age. Think about where this child is in her language development.

What did you observe about this child in the areas of listening, speaking, reading, and writing?

■ Today's assignment...

What is the age of the child you observed?

In your observation today, what language skills did you see the child using?

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Describe three activities that will encourage this child's language development.

1.
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2.
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3.
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Name	Date completed
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#19

THINKING SKILLS

Tape 5 (Blue)

Children's thinking skills can be hard to understand because you can't see them. Learn how to support children's cognitive or thinking skills.

- Learn about cognitive development.
- Become aware of how thinking skills develop from infancy to preschool.
- Learn how you can support and encourage children's thinking skills.

■ Today's activity...

Observe a child 0-6 years of age. Think about where this child is in his cognitive skills.

What did you observe about this child in the areas of memory, math concepts, classification, colors, shapes, sizes, and problem solving?

■ Today's assignment...

What is the age of the child you observed?

In your observation today, what thinking skills did you see the child using?

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Describe three activities that will encourage this child's thinking skills.

1.
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2.
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3.
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Name	Date completed
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Emotions are a response to a situation. Learn how to support children's emotional and self development.

- Become aware of how children develop a sense of self.
• Understand the stages of emotional development.
• Learn ways to support the development of self-identity.

Today's activity...

Observe a child 0-6 years of age. Think about where this child is in her emotional development.

How does she react at drop-off and pick-up times?

Today's assignment...

What is the age of the child you observed?

In your observation today, what emotions did this child express?

Describe three activities that will encourage this child's emotional and self development.

- 1.
2.
3.

Name Date completed

#21

SOCIAL DEVELOPMENT

Tape 5 (Green)

Children are social from the time they are born. Understand and support the development of children's social skills and play skills.

- Learn the milestones of social development.
- Learn what you can do to support children's social development.

■ Today's activity...

Observe a child 0-6 years of age. Think about where this child is in his social development.

How does this child play and interact with other children (solitary play, parallel play, cooperative play)?

■ Today's assignment...

What is the age of the child you observed?

In your observation today, what social skills did you see the child using?

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Describe three activities that will encourage this child's social development.

1.
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2.
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3.
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Name	Date completed
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JOB STRESS

Working with young children can be stressful. Understand what causes stress and how to relieve stress.

- Identify what causes stress for you.
- Recognize your signs of stress.
- Become aware of ways to relieve your stress.

■ Today's activity...

Think about what causes you stress in working with young children.

Think about how you react to stress.

■ Today's assignment...

What do you do to relieve stress? List at least three ideas and circle your favorite one.

1.
2.
3.

Name	Date completed
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BEHAVIOR MANAGEMENT

Children aren't born knowing how to follow rules. Learn to understand children's behavior and develop some basic strategies to manage it.

- Learn how to set the stage for acceptable behavior.
- Name the "no-bend rule" for adults working with children.
- Understand why children might misbehave.
- Learn practical ways of dealing with an on-the-spot behavior problem.

■ Today's activity...



1. Take a moment and jot down some notes to the following questions about behavior management.

- Look for a behavior problem a child is having today.
- What do you think is the cause of this child's behavior problem?
- Think of a few ideas you will try to help this child learn to better manage her behavior.

■ Today's assignment...

Write down one time today you caught a child being good.

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Tell us what you said or did to reinforce the good behavior.

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What are the rules for your classroom?

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Director's signature

Name	Date completed
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#24

TRANSITIONS

Tape 6 (Green)

Transitions can be difficult for children.

- Identify transitions throughout the day.
- Become aware of difficult transition times for children.
- Learn how to help children through transitions.

■ Today's activity...

Activity Card

Observe the children's behavior during transition times.

Practice the following tips to help transition times go better:

- Give warnings when transition times are going to happen during the day — turn the lights off and on, ring a bell, beat a drum.
- Tell children what's coming next.
- Make clean-up time fun (sing a song, give children a bag, etc.).
- Use a clock or timer to get clean-up time moving.

■ Today's assignment...

What three transition times did you observe during the day?

1.
2.
3.

Of those times, what was the most difficult transition for the children?

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What will you do to help make this transition easier?

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Name	Date completed
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NAP AND REST TIMES

**Children need a time to rest every day.
Learn how to manage this basic routine.**

- Become aware of each child's need for nap and rest time.
- Learn how to keep children healthy and safe during rest time.
- Discover ways to transition into and out of nap and rest time.

■ **Today's activity...**

Plan a quiet activity for the children right before rest time, such as reading a story or playing soft music.

■ **Today's assignment...**

Describe the transition and routine for nap/rest times in your center.

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What are the children allowed to bring to nap/rest times?

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What do children who don't sleep do?

.....

.....

.....

List two ways you can help children transition to nap/rest times.

1.
2.

Name	Date completed
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#26

MEANINGFUL MEALTIMES

Tape 6 (Orange)

Mealtimes are learning times for children!

- Know your center's routine for mealtimes.
- Understand basic health and safety practices.
- Learn how to make mealtimes more interesting and enjoyable.

■ Today's activity...

Activity Card

Sit with the children during lunch. Encourage them to talk about what they are eating, how the food is prepared, where food comes from, and how it will help their bodies grow. This kind of conversation not only teaches children about nutrition, it creates a comfortable atmosphere at the table.

■ Today's assignment...

List three ways you can make mealtimes learning times for children.

1.
2.
3.

List three foods that should not be served to infants and toddlers.

1.
2.
3.

At mealtimes, what do you think are two important health and safety practices.

1.
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2.
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Name	Date completed
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#27

PARENT PARTNERSHIPS

Tape 7 (Blue)

**Each child is part of a family.
Be aware of the challenges and rewards
of working with families.**

- Know the rights of children and their families.
- Show respect for all families.
- Learn how families' concerns and issues affect your child care center.

■ Today's activity...

Find and read your center's parent handbook or other materials given to parents.
Ask your Director if you have any questions.

■ Today's assignment...

Tell us what parents want from you as a child care professional.
(List at least three things)

1.
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2.
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3.
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Name	Date completed
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COMMUNICATION WITH PARENTS

Reach out to parents.

Learn about your role communicating with parents.

- Know the factors to keep in mind as you communicate with families.
- Learn examples of communication strategies.
- Recognize difficult situations that come up with families, and take care to remain professional in the face of these situations.

■ Today's activity...



Locate the parent bulletin board and other displays in your center. (Jot down these questions to ask yourself as you find and review bulletin boards and displays.)

- Is there someone responsible for updating the parent bulletin boards or displays?
- Is information well displayed?
- Is information pleasant in appearance?
- What could you add to the display or bulletin board?

■ Today's assignment...

Confidentiality was discussed in this unit. How would you handle the following situation?

While shopping in the grocery store, you run into Mary's aunt. (Mary is one of the children in your care.) She asks, "How is Mary doing since her father's death?"

What would you say to Mary's aunt?

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Why do you think confidentiality is so important?

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Director's signature

Name	Date completed
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#29

Tape 7 (Green)

TEAM COMMUNICATION/ WORKING TOGETHER

**Good teams work together and solve problems.
Learn how to be part of the team.**

- Talk about the importance of good communication.
- Know the elements of good team work.
- Learn problem-solving skills.

■ Today's activity...

Talk with your director about team communication and working together in your center. Ask her how you can help make communication better among co-workers.
Find out how problems among co-workers are handled in your center.

■ Today's assignment...

What did you learn from this unit on team communication and working together?

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What strengths do you bring to your team?

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In your own words, tell us what the benefits are of working as a team.

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Name	Date completed
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PROFESSIONALISM

You are a professional.

Discover the benefits of lifelong learning.

- Learn about how to apply ethics in your child care center.
- Know what it means to be an early education professional.
- Identify ways to develop professionally.

■ **Today's activity...**

Talk to a co-worker about professional development.

What resources do they use (online information, books and magazines, professional organizations, library, materials) in your center?

What trainings and workshops are available for child care professionals?

■ **Today's assignment...**

Talk to your director about your professional development.

Start to keep a record of all training you have completed, including this New Staff Orientation training.

Use your PDR, Professional Development Record. (For more information about a PDR, talk to your director.)

After you have talked with your director about your professional development, jot down three child care topics to focus on for training.

1.
2.
3.



Director's signature

Name	Date completed
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Activity Card

#4 SUPERVISION OF CHILDREN

Time	Count no. of children	What's going on?

Activity Card

#7 HANDWASHING AND TOILETING

Time	You washed your hands	Children washed hands

Activity Card

#10 COMMUNICATING WITH CHILDREN

Today I will make a special effort to...

- use the children's names when I talk to them
- speak to the children at their eye level

NOTES:

Activity Card

#11 NURTURING AND CARING ADULTS

Think about how you can include more nurturing and caring into the day.

Begin by greeting each child and parent by name when they arrive and leave.

NOTES:

Activity Card

#12 OBSERVING AND RECORDING CHILDREN'S BEHAVIOR

Observation Date Time

- What is the child doing?
.....
- Where is the action taking place?
.....
- Who else is involved?
.....
- What questions do you have about this child?
.....

Activity Card

#14 PLAY AND THE YOUNG CHILD

Observe a group of children you care for. Identify the type or types of play you see.

- Is it solitary play? (playing alone)
- Is it parallel play? (playing side by side)
- Is it cooperative play? (playing together)
- Did you observe one, two, or all three types of play?

NOTES:

#15 LEARNING THROUGH PLAY

Observe the children using toys and materials in one area of your classroom (block area, dramatic play area, reading area, art area, and quiet games area).

- Is there a variety of toys and materials available and at the child's level for play?

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- Are they safe, clean, and in good repair for children to use?

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- Are shelves labeled and organized so children can easily use and put away toys and materials?

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- How often are toys and materials rotated or changed to keep learning interesting?

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#23 BEHAVIOR MANAGEMENT

1. Take a moment and jot down some notes to the following questions about behavior management.

- Look for a behavior problem a child is having today.

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- What do you think is the cause of this child's behavior problem?

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- Think of a few ideas you will try to help this child learn to better manage her behavior.

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#26 MEANINGFUL MEALTIMES

Sit with the children during lunch. Encourage them to talk about what they are eating, how the food is prepared, where food comes from, and how it will help their bodies grow.

This kind of conversation not only teaches children about nutrition, it creates a comfortable atmosphere at the table.

NOTES:

#16 CHILD DEVELOPMENT

Ask yourself the following questions about one child in your classroom:

- What is the age of the child?

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- What is the child like? Is the child loud, quiet, shy, outgoing, friendly, active or not active?

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- What can you expect of a child this age?

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#24 TRANSITIONS

Observe the children's behavior during transition times.

Practice the following tips to help transition times go better:

- Give warnings when transition times are going to happen during the day — turn the lights off and on, ring a bell, beat a drum.
- Tell children what's coming next.
- Make clean-up time fun (sing a song, give children a bag, etc.).
- Use a clock or timer to get clean-up time moving.

NOTES:

#28 COMMUNICATION WITH PARENTS

Locate the parent bulletin board and other displays in your center.

- Is there someone responsible for updating the parent bulletin boards or displays?
- Is information well displayed?
- Is information pleasant in appearance?
- What could you add to the display or bulletin board?

NOTES: