

# welcome

Your Program Name: \_\_\_\_\_



## New Staff Orientation Handbook

A resource provided by  
The Children's Cabinet QRIS Coaching Team

 1-800-753-5500 | [www.childrenscabinet.org](http://www.childrenscabinet.org)



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On the next few pages you will find additional resources and activity cards to help you along in your training journey. When you see the Activity Card symbol it indicates there is an activity card to be used with the particular activity. The activity cards are used with the corresponding number on the card.



## WELCOME!

Welcome to your new program! 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!



### GOALS FOR TODAY

- Become familiar with this professional development 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

- a. Give the name below of the person(s) who will answer your questions about your new program and will work with as you complete this orientation packet.

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- b. What are two questions you have about your new program?

1. \_\_\_\_\_

2. \_\_\_\_\_

I do not have any questions at this time

- c. Look through the packet. What units are you most interested in learning about?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



# #2

## EXPLORING: WORKING WITH CHILDREN IN A GROUP SETTING

Working with children in a child care programs is different from caring for children in a non-group setting. Learn the skills you will need and what to expect as you adjust to your new job working with children.



### GOALS FOR TODAY

- Discover that infants, toddlers, and preschoolers behave differently in group care.
- Know how to help children and parents adjust to a new caregiver.



### TODAY'S ACTIVITY

Learn the names of the children in your group. You can use nametags, pictures with children's names. Take a container of toys, sit down with a group of children, and observe what happens.



### TODAY'S ASSIGNMENT

- a. Write a brief introduction of who you are. You could include some of the following:
  - Your name
  - Education and/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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Director Signature

Date

Staff Member Signature

Date





## EXPLORING: SUPERVISION OF CHILDREN

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



### GOALS FOR TODAY

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



### TODAY'S ACTIVITY

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 should 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.

- a. 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 playtime.

Explain why you chose this place:

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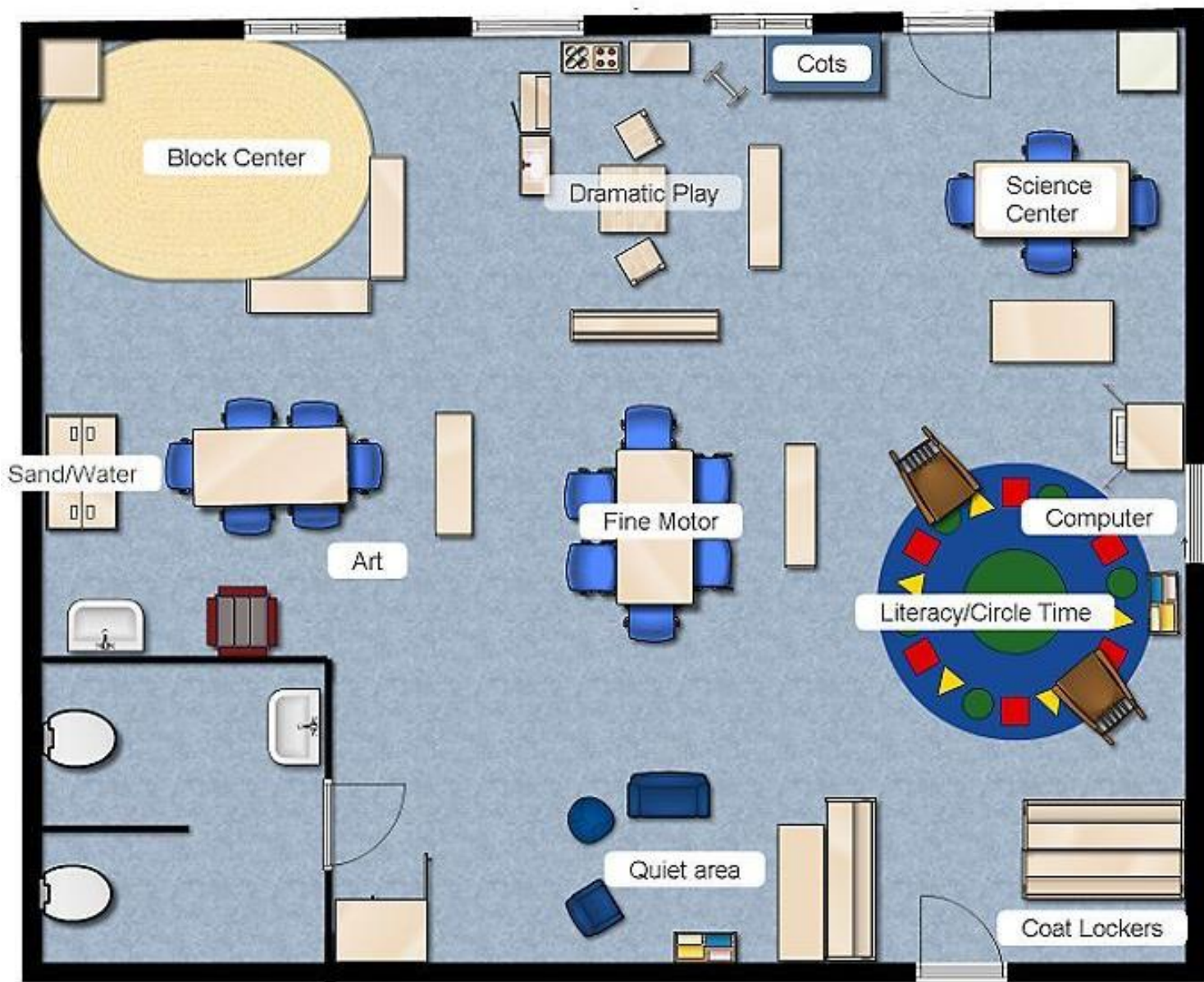
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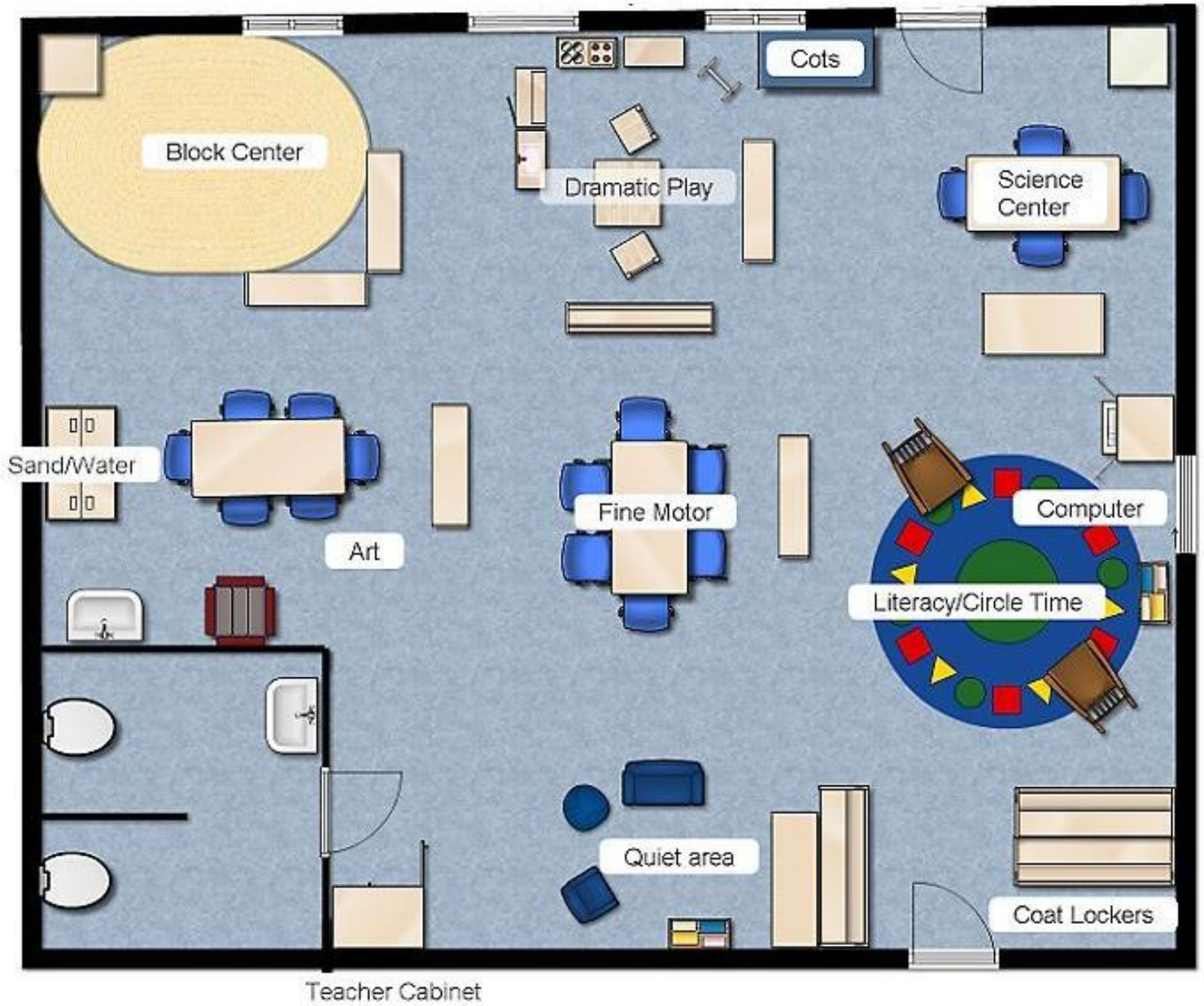
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Teacher Cabinet

- b. Now imagine there are two adults care for 15 children. Mark two "X's" (one "X" for each adult) to indicate where you both should be in order to supervise this group of children during free play.



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# #5

## EXPLORING: CREATING A SAFE SPACE FOR CHILDREN

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



### GOALS FOR TODAY

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



### TODAY’S ACTIVITY

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

- |   |  |
|---|--|
| <input type="checkbox"/> Fire extinguisher                  | <input type="checkbox"/> Special concerns/allergy information for children |
| <input type="checkbox"/> Fire alarm pull                    | <input type="checkbox"/> Emergency contact information for children        |
| <input type="checkbox"/> First aid kit                      | <input type="checkbox"/> Child pick-up or approved release information     |
| <input type="checkbox"/> Locked medicine box                | <input type="checkbox"/> Safety plugs in all outlets                       |
| <input type="checkbox"/> Information for an evacuation plan | <input type="checkbox"/> Locked cleaning supplies                          |
| <input type="checkbox"/> Emergency phone numbers            | <input type="checkbox"/> Choke testing tubes                               |
| <input type="checkbox"/> Emergency procedures               |  |



### TODAY’S ASSIGNMENT

- a. Go over the site safety checklist with your director. Discuss with your director what you should do if a safety issue is identified. Briefly state what you learned for your director.

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# #6

## EXPLORING: REGULATIONS

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



### GOALS FOR TODAY

- Learn why the regulations your state and county use 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 State of Nevada Child Care Regulations and/or Washoe County Regulations for Child Care Facilities, where applicable.



### TODAY'S ASSIGNMENT

- I work in a child care facility
- I work in a family or group child care program
- I work in a non-exempt child care program

- Now that you are aware of the regulations, write in the number of children one staff person may care for at every age level. Your child care program may decide to have standards exceeding licensing regulations, if this is correct, please indicate your program's standards in the right side column.

Ratio	Regulations	Your Program
a. 1 staff person to ___ infants		
b. 1 staff person to ___ young toddlers (1 to 2 years)		
c. 1 staff person to ___ older toddlers (2 to 3 years)		
d. 1 staff person to ___ preschoolers		
e. 1 staff person to ___ young school age		
f. 1 staff person to ___ older school age (grade 4 & up)		





**EXPLORING: 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.



**GOALS FOR TODAY**

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



**TODAY'S ACTIVITY**

- 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**

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

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

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**EXPLORING: EMERGENCY PROCEDURES**

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



**GOALS FOR TODAY**

- Know your program’s emergency plan and your role in it.
- Become aware of your program’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**

- a. Tell 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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- b. Talk to your director about fire drills. What did you learn?

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## EXPLORING: COMMUNICATING WITH CHILDREN

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



### GOALS FOR TODAY

- Learn about nonverbal communication (body language, smiling, and listening)
- Learn about effective ways to talk to 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

a. It is important to talk to 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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EXPLORING: NURTURING AND CARING ADULTS

Children need nurturing and caring adults. Learn what this means in child care.



GOALS FOR TODAY

- Be aware of the way 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.



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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Director Signature

Date

Staff Member Signature

Date



**EXPLORING: OBSERVING AND RECORDING CHILDREN’S BEHAVIOR**

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



**GOALS FOR TODAY**

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



**TODAY’S ACTIVITY**

Observe a child 0 to 6 years of age 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:



- a. What is the child doing?
- b. Where is the action taking place?
- c. Who else is involved?
- d. 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:

- a. Tell us about your observation (where, when, who, what the child was doing)

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b. What did you learn about this child?

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

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**Director Signature**

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**Date**



- b. In the box below, make a drawing of a classroom you work in and label the areas. (Use another sheet if needed).



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**Director Signature**

**Date**

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**Staff Member Signature**

**Date**

EXPLORING: PLAY AND THE YOUNG CHILD

Play is important for young children --- it is how they learn.



GOALS FOR TODAY

- 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

Observe a group of children 0 to 6 years of age in your program. 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
- Introduce new actions in play
- Give new ideas to enhance play
- Focus on process, not the end product, during play

1. Which idea did you use?

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EXPLORING: LEARNING THROUGH PLAY

Arrange your classroom so that children can learn while playing.



GOALS FOR TODAY

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



TODAY'S ACTIVITY

Observe the children using toys and materials in one area of the classroom (block area, dramatic play area, reading area, art area, or quiet 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 children'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 could learn from the following toys:

1. Ball:

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EXPLORING: CHILD DEVELOPMENT

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.



GOALS FOR TODAY

- 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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EXPLORING: 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.



GOALS FOR TODAY

- Learn the milestones of physical development.
- Realize that each child grows and develops at his/her 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. Where is this child in his/her physical development?



TODAY’S ASSIGNMENT

What age is the child you observed? \_\_\_\_\_

In your observation today, what are several physical skills you saw 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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## EXPLORING: LANGUAGE DEVELOPMENT

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



### GOALS FOR TODAY

- 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 age is the child you observed? \_\_\_\_\_

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

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Describe three activities that will encourage the child’s language development?

1.

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2.

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3.

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EXPLORING: THINKING SKILLS

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.



GOALS FOR TODAY

- 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 age is the child you observed? \_\_\_\_\_

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

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Describe three activities that will encourage this child’s thinking skills

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Director Signature

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Date



EXPLORING: DEVELOPMENT OF SELF

Emotions are a response to a situation. Learn how to support children’s emotional and self-development.



GOALS FOR TODAY

- 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 his/her emotional development.

How does he/she react to drop-off and pick-up times?



TODAY’S ASSIGNMENT

What age is the child you observed? \_\_\_\_\_

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

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

1.

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2.

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3.

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Director Signature

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Date



**EXPLORING: SOCIAL DEVELOPMENT**

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



**GOALS FOR TODAY**

- 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/her social development. How does this child play and interact with other children (solitary play, parallel play, cooperative play)?



**TODAY’S ASSIGNMENT**

What age is the child you observed? \_\_\_\_\_

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

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Describe three activities that encourage the child’s social development?

1.

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2.

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3.

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Director Signature

Date

Staff Member Signature

Date





EXPLORING: 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.



GOALS FOR TODAY

- 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

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 his/her behavior?



TODAY'S ASSIGNMENT

Tell us about a time you observed a child's positive behavior.

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

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# EXPLORING: TRANSITIONS

Transitions can be difficult for children.



### GOALS FOR TODAY

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



### TODAY'S ACTIVITY

Observe the children's behavior during transition times.

Practice the following tips to help transition times go better:

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



### TODAY'S ASSIGNMENT

What are three transition times you observed during the day?

1. \_\_\_\_\_ to \_\_\_\_\_

2. \_\_\_\_\_ to \_\_\_\_\_

3. \_\_\_\_\_ to \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





EXPLORING: NAP AND REST TIMES

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



GOALS FOR TODAY

- 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?

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

1.

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2.

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**Director Signature**

**Date**

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**Staff Member Signature**

**Date**



EXPLORING: MEANINGFUL MEALTIMES

Mealtimes are for learning and being social.



GOALS FOR TODAY

- 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

Sit down with 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. \_\_\_\_\_
2. \_\_\_\_\_

Director Signature

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EXPLORING: PARENT PARTNERSHIPS

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



GOALS FOR TODAY

- Know the rights of child 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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Director Signature

Date

Staff Member Signature

Date



EXPLORING: COMMUNICATION WITH PARENTS

Reach out to parents. Learn about your role communicating with parents.



GOALS FOR TODAY

- 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).

- Who is 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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**EXPLORING: TEAM COMMUNICATION/WORKING TOGETHER**

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



**GOALS FOR TODAY**

- Talk about the importance of good communication.
- Learn examples of communication strategies.
- 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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Director Signature

Date

Staff Member Signature

Date





You are a professional. Discover the benefits of lifelong learning.



**GOALS FOR TODAY**

- 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 organization, 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; jot down three child care topics to focus on for training.

1.

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2.

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3.

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Director Signature

Date

Staff Member Signature

Date



**HANDOUTS AND RESOURCES**

Your child care center has decided to become part of the Nevada Silver State Stars Quality Rating Improvement System (QRIS). QRIS is here to assist providers with improving the quality of early childhood programs. Please feel free to use the following handouts and resources to help you understand more about what the QRIS Program is about.

**NEW HIRE CHECKLIST:**

- Silver State Stars QRIS Fact Sheet
- The Children’s Cabinet Memorandum of Agreement (MOA)-this is just to review please don’t sign
- All About Me forms (please complete and give to your director)
- Your director will show new employee where the All About and Environment Rating Scale (ERS) books are kept
- Overview of the Subscales and Items for Infant Toddler Environment Rating Scale-Revised (ITERS-R)
- Overview of the Subscales and Items for Early Childhood Environment Rating Scale-Revised (ECERS-R)
- Brief overview of the ITERS-R and ECERS-R All About and ERS Scale Books
- Copy of QRIS Trainings (PowerPoints, handouts) Examples include:
  - Space and Furnishings
  - Personal Care Routines
  - Listening and Talking
  - Activities
  - Interaction
  - Program Structure
- Handouts:
  - Diapering and handwashing procedures
  - Standing diaper procedure
  - Table washing procedures
- Start developing your Professional Development Plan
- Meet your center’s QRIS Coach



# SILVER STATE STARS QRIS FACT SHEET

## WHAT IS QRIS

- A Quality Rating Improvement System (QRIS) defines “quality child care” and creates stronger learning environments for children using standardized, research based criteria.
- A QRIS provides a roadmap and support to improve the quality of early care and education services.
- Through the QRIS, early childhood programs are assessed and given a number of “stars” to indicate what level of quality has been reached.
- QRIS standards include quality indicators that expand on licensing requirements in the areas of: program policies and procedures; administration and staff development; health and safety; and family and community partners.

## ADVANTAGES OF QRIS

- Recognizes a program’s strengths while helping them develop a plan for improvement.
- Provides access to resources (technical assistance, coaching, training, and financial incentives) that help child care programs improve and sustain higher quality.
- Brings community awareness to the critical role that the early years play in preparing children for school and life.

## STAR LEVEL DEFINITIONS

★ ★ ★ ★ ★	<b>Highest Quality</b> (far exceeds quality)
★ ★ ★ ★	<b>Quality Plus</b> (Exceeds quality standards)
★ ★ ★	<b>Quality</b> (Meets quality standards)
★ ★	<b>Progressing Star</b> (Approaching quality standards)
★	<b>Rising Star</b> (Committed to quality improvement)
<b>No Rating</b>	Program has chosen not to participate in the QRIS

**For more information, visit: [www.nvsilverstatestars.org](http://www.nvsilverstatestars.org)**



## QRIS COACHING-ALL ABOUT ME

**Date:**

**Child Care Program:**

**Teachers:**

**Classroom:**

### **INFORMATION ABOUT THE TEACHER(S):**

How long have you been employed at this program?

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How long have you worked with this age group?

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What type of curriculum does your program use?

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What is your professional, education, and training history?

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How do you like to receive feedback?

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What's the most challenging part of your day?

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**COACHING NEXT STEPS:**

- Observation and feedback
- Review/revise/develop classroom schedule (if necessary)
- Room arrangement/materials needed

**NEXT MEETING DETAILS:**

What will we do next time?

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What do I need to bring?

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Our next meeting date will be: \_\_\_\_\_



## INTRODUCTION TO THE ENVIRONMENT RATING SCALES

The Environment Rating Scales (ERS), are each designed for a different segment of the early childhood field.

- Each one of the scales has items to evaluate: Physical Environment; Basic Care; Curriculum; Interaction; Schedule and Program Structure; and Provisions for Parent and Staff.
- The scales are suitable for use in evaluating inclusive and culturally diverse programs.
- The scales have proven reliability and validity.

### ABOUT

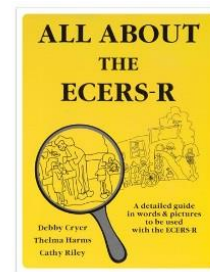
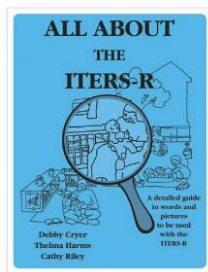
The Environment Rating Scale® Family of Products is designed to assess overall program quality in a variety of early childhood and after-school settings, measuring both teacher-child interactions plus environmental provisions that affect the broad developmental needs of young children. Based on extensive research and field testing, the ERS tools have established interrater reliability and validity, making them especially useful for research and program evaluation, in addition to professional development and program improvement initiatives.

ERS subscales and Items evaluate:

- Teacher-Child Interaction
- Health and Safety
- Physical Environment
- Curriculum
- Schedule and Program Structure

### ALL ABOUT ERS BOOKS

These resource guides should be used with the appropriate rating scale. They explain why each item is important, what is needed to meet the requirements for all items, and how to score. Over 800 color photographs taken in child care settings are presented in this text over 400 pages. At the time of print the *All About ITERS-R* and the *All About ECERS-R* books are the only two books in publication.



## DIAPERING AND HANDWASHING PROCEDURES

### DIAPERING PROCEDURE

1. Before beginning the diapering procedure, clean your hands by using proper hand hygiene (handwashing or use of hand sanitizer according to directions).
2. To minimize contamination, prepare for diapering by getting out all of the supplies needed for the diaper change and placing them near, but not on, the diapering surface, for example:
  - Enough wipes for the diaper change, including cleaning the child's bottom and wiping the teacher's and child's hands before putting on the clean diaper (wipes must be taken out of their container)
  - A clean diaper
  - A plastic bag for soiled clothes and a set of clean clothes (if soiled clothing is anticipated)
  - Non-porous gloves (if used)
  - A dab of diaper cream on a disposable paper towel (if used)
  - Changing table paper (if used) to cover the table from the child's shoulders to feet (in case it becomes soiled and must be folded over to create a clean surface during the change)
3. Place the child on diapering table. Remove clothing to access diaper. If soiled, place clothes into a plastic bag.
4. Remove soiled diaper and place into a lined, covered, hands-free trash container.
5. Use wipes to clean child's bottom from front to back (one wipe per swipe) and throw away into trash container. The diaper can also be left open under the child during the cleaning step and then discarded with the soiled wipes before continuing with Step 6. If gloves are used, they must be discarded at this time.
6. Use a wipe to remove soil from your hands and throw into trash container.
7. Use another wipe to remove soil from child's hands and throw into trash container.
8. Put on clean diaper and redress the child.
9. Wash the child's hands following the proper handwashing procedure (use of hand sanitizer is also acceptable for children 2 and older). Return the child to the play area without touching any other surfaces.
10. Clean the diapering surface by spraying it with a soapy water solution and drying with a paper towel or by wiping it with a water-saturated paper towel or wipe.
11. Disinfect the diapering surface by spraying it with disinfectant-strength bleach-water solution and wait at least 2 minutes before wiping (or allow to air dry). Another EPA approved disinfectant, used according to directions, can be used instead of bleach and water.
12. Clean your hands by using proper hand hygiene (handwashing or use of hand sanitizer according to directions)

### HANDWASHING PROCEDURE

1. Moisten hands with water and use liquid soap.
2. Rub hands together away from the flow of water for 20 seconds.
3. Rinse hands free of soap under running water.
4. Dry hands with a clean, disposable paper towel or air dry with a blower.
5. Turn off faucet using paper towel.
6. Throw the used paper towel into a hands-free trashcan.

Information taken from *Caring for Our Children: The National and Safety Performance Standards for Out-of-Home Care*, 3<sup>rd</sup> edition, American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Childcare (2011).

## TABLE WASHING PROCEDURE

1. Remove major soil, spray the table (or highchair tray) with a soap-water solution and wipe dry with a disposable paper towel.
2. To sanitize the eating surface, spray the table/tray with bleach-water solution and wait at least 2 minutes before wiping with a disposable towel or allow to air dry, in order to allow the solution to kill germs. The surface cannot be sprayed and immediately wiped.

### ADDITIONAL PRECAUTIONS

- Sponges should not be used for sanitizing tables because they soak bacteria away from the surface of the sponge, which then cannot be easily reached in the interior of the sponge by the sanitizing agent.
- If wet cloths are used, a separate cloth is required for each table/tray, and clothes cannot be returned to soak in a bleach-water solution.
- Food should not be put directly on the table or highchair tray because eating surfaces are more likely to be contaminated than disposable plates or washed and sanitized dishes.
- If highchair trays are used as eating surfaces, the trays should be washed and sanitized in the same way as plates and other food services utensils.
- In case different children rotate through snack, each place must be cleaned and sanitized between use by different children. Sanitizing solution should not be sprayed while children are seated at the table.

Source: [www.ersi.info](http://www.ersi.info)



## STANDING DIAPERING PROCEDURES

1. Wash hands and assemble all supplies
  - a. Clean diaper/pull-up
  - b. Wipes (enough to clean the child (one wipe per swipe), one for staff's hands, and one for child's hands)
  - c. Change of clothes (if needed) wipes
  - d. Put on gloves
  - e. Clothes pins (if wanted, to hold up the child's shirt)
  - f. Diaper cream on tissue (if needed)
  - g. Bag for soiled clothes
  - h. Place a non-porous mat down on the floor
2. To avoid contamination of clean shoes, socks, and clothing, remove unsoiled clothing from the waist down and set aside
  - a. Pin up child's clothing with plastic clothes pins or have child hold up clothing.
3. If needed, remove soiled clothing and place in a plastic bag to send home.
  - a. If a pull-up was used, remove by pulling the sides apart and discard it in a lined, hands-free covered trash can.
  - b. If underwear was used remove from the child doing your best to avoid contamination of surfaces and place clothes in bag.
4. Clean the child's skin around the pull-up/underwear area, wiping from front to back using each wipe for only one swipe. Place each used wipe in the trash can.
  - a. If glove were used discard them at this time in the hands-free, lined, covered trash can.
5. Use a wipe to remove soil from your hands and throw it in the trash can.
  - a. If a child is not going to sit on the toilet, use another wipe to remove soil from the child's hand and throw in the trash can.
6. If a child sits on the toilet, the child can use toilet paper to wipe him/herself.
  - a. If you wipe the child, you will need to wipe your hands with the wipe before handling clean diaper, pull-up, or clothing.
7. Assist the child in putting on a clean pull-up or underwear and getting redressed.
  - a. Supervise the washing of the child's hands and their return to the group, without touching other surfaces.
8. Store bagged, soiled clothing for parents in an area inaccessible to children.
9. Clean visible soil from the changing area with a soapy water spray and disinfect with bleach water, allowing it to sit for 2 minutes prior to wiping (or EPA approved product, following the directions)
10. Staff member washes his/her hands.

## ADDITIONAL RESOURCES



Nevada Silver State Stars  
[www.nvsilverstatestars.org](http://www.nvsilverstatestars.org)



The Children's Cabinet  
[www.childrenscabinet.org](http://www.childrenscabinet.org)  
1-800-753.5500



Nevada Division of Public and Behavioral Health (DPBH)  
State of Nevada Child Care Licensing  
[http://dphh.nv.gov/Reg/ChildCare/Child\\_Care\\_Licensing\\_-\\_Home/](http://dphh.nv.gov/Reg/ChildCare/Child_Care_Licensing_-_Home/)  
702-486-3822



Washoe County Child Care Licensing  
[https://www.washoecounty.us/hsa/childrens\\_services/child\\_care\\_and\\_early\\_childhood\\_services/index.php](https://www.washoecounty.us/hsa/childrens_services/child_care_and_early_childhood_services/index.php)  
775-337-4470



Environment Rating Scales Institute  
[www.ersi.info](http://www.ersi.info)



Nevada TACSEI  
[www.nvtacsei.com](http://www.nvtacsei.com)



Caring for Our Children  
National Health and Safety Performance Standards-3<sup>rd</sup> Ed.  
[www.cfoc.nrckids.org](http://www.cfoc.nrckids.org)



Child Care Aware  
[www.childcareaware.org](http://www.childcareaware.org)



The Nevada Registry  
[www.nevadaregistry.org](http://www.nevadaregistry.org)  
1-800-259-1906



T.E.A.C.H. Nevada  
[www.nvteach.org](http://www.nvteach.org)  
775-327-0680

## ACTIVITY CARDS

<div style="background-color: #4a4a9a; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">#4</div>	No. of children Time	What is going on?	<div style="background-color: #4a4a9a; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">#7</div>	You washed your hands Time	Children washed their hands Time
<div style="background-color: #4a4a9a; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">#10</div> <h3 style="text-align: center; margin: 0;">COMMUNICATING WITH CHILDREN</h3> <p>Today I will make a special effort to...</p> <ul style="list-style-type: none"> <li>use the children's names when I talk to them</li> <li>speak to the children at their eye level</li> </ul> <p>Notes:</p>			<div style="background-color: #4a4a9a; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">#11</div> <h3 style="text-align: center; margin: 0;">NURTURING AND CARING ADULTS</h3> <p>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.</p> <p>Notes:</p>		
<div style="background-color: #4a4a9a; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">#12</div> <h3 style="text-align: center; margin: 0;">OBSERVING AND RECORDING CHILDREN'S BEHAVIOR</h3> <p>Observation date _____ Time _____</p> <p>What is the child doing?</p> <hr/> <p>Where is the action taking place?</p> <hr/> <p>Who else is involved?</p> <hr/> <p>What questions do you have about this child?</p> <hr/>			<div style="background-color: #4a4a9a; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">#14</div> <h3 style="text-align: center; margin: 0;">PLAY AND THE YOUNG CHILD</h3> <p>Observe a group of children you care for. Identify the type of types of play you see.</p> <ul style="list-style-type: none"> <li>Is it solitary play? (playing alone)</li> <li>Is it parallel play? (playing side by side)</li> <li>Is it cooperative play? (playing together)</li> <li>Did you observe one, two, or all three types of play?</li> </ul> <p>Notes:</p>		

## LEARNING THROUGH PLAY

#15

Observe the children using toys and materials in one area of your classroom (block area, dramatic play area, reading area, art area, or fine motor 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 the 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?

## CHILD DEVELOPMENT

#16

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

What is the age of the child?

---

What is the child like?

---

What can you expect of a child this age?

## BEHAVIOR MANGEMENT

#23

Take a moment to 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?

---

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

## TRANSITIONS

#24

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 to collect items in).
- Use a clock or timer to get clean-up time moving.

## MEANINGFUL MEALTIMES

#26

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:

## COMMUNICATION WITH PARENTS

#28

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

- Who is 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:







*Keeping Children Safe & Families Together*



[www.childrencabinet.org](http://www.childrencabinet.org)