

# Child Guidance

*Assessment Key/Rate Yourself:*

**Novice**

1. Not yet aware
2. Developing an understanding
3. Beginning to apply

**Intermediate**

4. Frequently applies
5. Consistently applies

**Master**

6. Thorough knowledge, ability to modify, evaluate, and synthesize
7. Fosters growth, exercises leadership, and advocates

Criteria	Assessment							Comments
	Novice			Inter.		Master		
	1	2	3	4	5	6	7	
Demonstrates understanding and importance of developing a supportive relationship with each child as the foundation for positive child guidance								
Uses knowledge of how young children grow and learn to develop and implement appropriate scheduling, transitions, activities, and play area arrangements that support young children's success								
Understands the significance of a stimulating learning environment in preventing challenging behaviors								
Understands the significance of and reflects upon his/her own behaviors in setting the classroom climate and providing encouragement for appropriate behavior								
Uses knowledge of how young children grow and learn to develop and communicate appropriate individual and group expectations for children								
Utilizes a variety of research-based positive guidance techniques with an emphasis on facilitating children's development of self-regulation and respect for others								
Demonstrates understanding of the multiple, underlying causes of children's challenging behaviors								
Uses effective, individualized strategies to help children regain self-control such as problem solving								

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Uses encouragement more than praise to support children's self-awareness and the development of intrinsic (internal) motivation for appropriate behavior								
Modifies situations in anticipation of problems								
Encourages feelings of empathy and respect for others								
Helps each child to be accepted by the group and nurtures pro-social interactions								
Provides encouraging statements and guidance statements with children one on one (in private)								
Intervenes to support a child when necessary which may include classroom rearrangement, addition of materials, schedule adjustments, support during transitions, or providing additional encouragement								
Accepts children's feelings and provides acceptable outlets for children to express them								
Develops an atmosphere of mutual trust, respect, and cooperation which fosters each individual's self-esteem								
Involves children in the establishment of guidelines for acceptable and appropriate behavior when developmentally appropriate								

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Articulates and defends own beliefs regarding guidance								
Respects diverse values, culture, individual temperament, and learning styles and examines these in relationship to own guidance practices and beliefs								
Uses observation to gather more information to begin problem-solving when working with a child with challenging behaviors								
Maintains regular communication with the child's family and engages parents in the problem-solving process								
With parent consent, provides observation information and classroom descriptions as a member of the child's team to generate goals								
Actively supports implementation of Individual Education Plan (IEP)/Individual Family Service Plan (IFSP) goals in the program to support the child's goals								