# Child Guidance: Creating Caring Classrooms to Support Positive Behavior

*Competencies*

Courses from the EarlyEdU Alliance® center on a set of competencies that describe what students should know and be able to do as a result of participating in the course.

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| **Course Competencies** | **NAEYC 2020 Standard** |
| 1. Identify and apply strategies for building positive relationships with and between children, families, and colleagues | **STANDARD 1. CHILD DEVELOPMENT AND LEARNING IN CONTEXT** Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions to carry out their responsibilities.  **1b:** Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.  **1c.** Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community and early learning setting, as well as in a larger societal context that includes structural inequities.  **STANDARD 2. FAMILY-TEACHER PARTNERSHIPS AND COMMUNITY CONNECTIONS** Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children’s development and learning. They (c) use community resources to support young children’s learning and development and to support children’s families, and they build connections between early learning settings, schools, and community organizations and agencies.  **2a:** Know about, understand, and value the diversity of families.  **2b:** Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement. |
| 1. Identify, evaluate, and create learning environments and adult-child interactions that support children’s social relationships, emotional and behavioral health, and self-regulation | **STANDARD 1. CHILD DEVELOPMENT AND LEARNING IN CONTEXT** Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions to carry out their responsibilities.  **1b:** Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.  **1c.** Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community and early learning setting, as well as in a larger societal context that includes structural inequities.  **STANDARD 4. DEVELOPMENTALLY, CULTURALLY, AND LINGUISTICALLY APPORPRIATE TEACHING PRACTICES**  Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate, and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.  **4a:** Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children.  **4b**: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive functioning skills are critical for yong children.  **4c.** Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning. |
| 1. Describe and enact evidence-based, systematic social skills teaching strategies that support children’s social and emotional development and prevent and address challenging behaviors | **STANDARD 1. CHILD DEVELOPMENT AND LEARNING IN CONTEXT** Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions to carry out their responsibilities.  **1a:** Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development  **1b:** Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.  **1c.** Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community and early learning setting, as well as in a larger societal context that includes structural inequities.  **1d:** Use this multidimensional knowledge–that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts–to make evidence-based decisions that support each child.  **STANDARD 2. FAMILY-TEACHER PARTNERSHIPS AND COMMUNITY CONNECTIONS** Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children’s development and learning. They (c) use community resources to support young children’s learning and development and to support children’s families, and they build connections between early learning settings, schools, and community organizations and agencies.  **2b:** Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement. |
| 1. Assess the form and function of children’s challenging behaviors, develop individual behavior support plans based on the information collected, and engage in ongoing formative assessment of children’s progress | **STANDARD 1. CHILD DEVELOPMENT AND LEARNING IN CONTEXT** Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions to carry out their responsibilities.  **1a:** Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development  **1b:** Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.  **1c.** Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community and early learning setting, as well as in a larger societal context that includes structural inequities.  **1d:** Use this multidimensional knowledge–that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts–to make evidence-based decisions that support each child. |
| 1. Explain that high-quality practices promoting social and emotional development include being sensitive to and incorporating children’s cultural and linguistic diversity | **STANDARD 4. DEVELOPMENTALLY, CULTURALLY, AND LINGUISTICALLY APPORPRIATE TEACHING PRACTICES**  Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate, and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.  **4a:** Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children.  **4b:** Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive functioning skills are critical for yong children.  **4c.** Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning. |
| 1. Identify and plan collaboration with families when promoting social and emotional development and preventing and addressing challenging behaviors | **STANDARD 2. FAMILY-TEACHER PARTNERSHIPS AND COMMUNITY CONNECTIONS** Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children’s development and learning. They (c) use community resources to support young children’s learning and development and to support children’s families, and they build connections between early learning settings, schools, and community organizations and agencies.  **2a:** Know about, understand, and value the diversity of families.  **2b:** Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.  **2c:** Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies |
| 1. Identify critical components of a program-wide system of positive behavior supports | **STANDARD 1. CHILD DEVELOPMENT AND LEARNING IN CONTEXT** Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions to carry out their responsibilities.  **1a:** Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development  **STANDARD 4. DEVELOPMENTALLY, CULTURALLY, AND LINGUISTICALLY APPORPRIATE TEACHING PRACTICES**  Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate, and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.  **4a:** Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children. |

**References**

National Association for the Education of Young Children. (2020). [*Professional standards and competencies for early childhood educators*](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/professional_standards_and_competencies_for_early_childhood_educators.pdf)*.*