

**COMPETENCY SKILL AREA:
INTERACTING WITH CHILDREN AND PROVIDING GUIDANCE TO CHILDREN**

**Self-Assessment
Nebraska Core Competencies for Early Childhood Professionals
Skill Area: Interacting with Children and Providing Guidance to Children**

Scale for Evaluating Skill

0= Never/Rarely uses this skill

1=Occasionally uses this skill

2=Regularly uses this skill

Skill Area: Interacting with Children and Providing Guidance to Children	0	1	2
Level 1			
1.1 Shows respect for all children in all situations.			
1.2 Cares about each child as an individual.			
1.3 Interacts in a manner reflecting respect for self and others.			
1.4 Provides appropriate supervision of children's play.			
1.5 Demonstrates realistic expectations about about children's abilities and needs.			
1.6 Communicates acceptance and understanding in the context of guidance.			
1.7 Treats all children equitably and fairly.			
1.8 Addresses behaviors or situations rather than labeling the child.			
1.9 Avoids actions that would cause physical or emotional harm, including, but not limited to corporal punishments, humiliation, yelling or name calling, teasing, criticizing children or their families.			
Level 2			
2.1 Builds a trusting relationships with each child, providing physical and emotional security.			
2.2 Assists children in communication and their abilities to get along with others.			
2.3 Demonstrates respect for children's and families' diversity (for example: culture, language, religion, ability, and income).			
2.4 Provides opportunities for individual, small group and whole/large group activities both indoors and outdoors.			
2.5 Helps children through periods of stress, separation, and transition.			
2.6 Alerts children well in advance to changes in activities or routines.			

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2.7 Uses a positive approach in guidance with children.			
2.8 Provides directive to children in a positive format: telling them what “to do” and avoiding negative directives, unless necessary for safety or health reasons.			
2.9 Intervenes in children’s disagreements prior to children getting hurt.			
2.10 Provides consistent clear rules, which are explained to children.			
Level 3			
3.1 Models identification and appropriate expressions of feelings; has realistic expectations for children’s ability to appropriately express feelings.			
3.2 Models and encourages age appropriate pro-social behavior (helping, sharing, and cooperating.)			
3.3 Uses information from families to understand children and adapt interactions as necessary (for example, if the child has specific fears or the family is experiencing some stressors.)			
3.4 Recognizes the influences of the physical settings, schedule, routines, and transitions on children’s social competence and self-regulation and adapts these factors as necessary in order to support children’s development and learning.			
3.5 Seeks out information and support from professionals related to addressing children’s behavioral needs.			
3.6 Establishes and communicates consistent limits for acceptable behaviors in the early childhood setting.			
3.7 Uses a variety of positive direct and indirect guidance methods (re-direction, problem solving, prompts).			
3.8 Anticipates potential problems (environmental; child/child or teacher/child interaction) and works to prevent them.			
3.9 Shows and tells children acceptable alternatives to unacceptable, undesirable, or inappropriate behaviors.			
3.10 Bases expectations for children upon knowledge of child development.			
3.11 Plans for ease in transitions.			

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3.12 Maintains professionalism and respect for children when communicating with families and other adults about children's behavior.			
3.13 Affirms children's appropriate behaviors, using a variety of techniques.			
Level 4			
4.1 Uses guidance strategies appropriate to children's personalities, temperaments, and levels of development.			
4.2 Provides guidance during conflict resolution, problem solving, friendship development, communication, and other social interactions.			
4.3 Creates a learning environment and curriculum to minimize potential challenging behaviors (limits wait time, separates quiet and active play areas; and allows self-selection of activities and materials; enriches or defines limits for learning areas/centers).			
4.4 Involves children in making classroom or program rules to promote social competence and self-regulation.			
4.5 Uses methods of behavioral support and guidance techniques including a range of strategies from less directive methods (i.e., verbal support and modeling) to more directive and structured methods (i.e. applied behavioral analysis).			
4.6 Facilitates smooth transitions from one activity to another activity.			
Level 5			
5.1 Demonstrates flexibility in implementing and adapting plans based on children's current behavior(s), interests, and/or needs.			
5.2 Plans and implements curricular activities that promote pro-social behavior (kindness, sharing, cooperation and helping) and self regulation.			
5.3 Documents patterns of behavior and contexts for unique behaviors before implementing specific interventions or guidance techniques.			
5.4 Collaborates with the professional team and family to design, implement, and monitor individual guidance plans, and revises as needed.			

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Level 6			
6.1 Assures that family partnerships are utilized to develop and implement individual child guidance plans.			
6.2 Applies theories of child development to support the design and implementation of programs that encourage children’s social competence and self-regulation.			
6.3 Develops written policies for effective child guidance; monitors their implementation.			
6.4 Recognizes the need to access relevant professionals and resources to develop individual guidance plans for children.			
6.5 Clarifies the intention of guidance policies and practices and mentors/supervises others as they implement those policies, intervening when inappropriate guidance strategies are being used with young children.			

Self-Reflection Questions

- a. If the skill is rarely used is it because the skill isn’t needed in your early childhood setting?
 Yes No Explain

- b. If the skill is rarely used is it because you need to know more about the skill?
 Yes No Explain

Is there someone you know who could help you better understand this skill? Who would that be?