

Thinking More about Personal Care Routines



FCCERS-R

Purpose: This document addresses many of the requirements found in the Personal Care Routines subscale. The focus is primarily on indicators at the 3, 5, and 7 level. It is important to review each item entirely to ensure that no indicators at the 1 or “inadequate” level apply. Answering the questions and referring to the FCCERS-R will build familiarity with requirements, while offering a chance to reflect on current practices and situations.

Preparation: Refer to the FCCERS-R (spiral bound edition published in 2007) when completing the questions. To better understand the scale format, and structure, review the instructions for scoring on pages 7-8 in the FCCERS-R and the definitions of common terms on pages 9-11. It will also be helpful to refer to a copy of the most current NC Additional Notes (available at ncrlap.org). There are many questions, so completing them all will likely take several reflection/review sessions.

The items included here consider family child care routines for arrival and departure, resting, eating, toileting/diapering, health practices, and the environment's safety. These considerations and practices help maintain sanitary conditions to prevent illness for children and providers, and provide a safe environment for children to learn. Additionally, they consider opportunities during routine care to promote independence, support learning, and build relationships for each age group enrolled.

Tips:

- If you are confused about a question, look at the item in the FCCERS-R and check any Notes for Clarification or NC Additional Notes to identify the specific indicator and requirement to which it refers.
- Describe the current practices that occur when answering the questions. Remember, this is not about a “right answer” but rather a way to build understanding about what occurs every day. In the reflection section at the end, it can be helpful to add ideas about future plans or changes.
- Using the worksheet on an ongoing basis can help verify that routines continue to maintain sanitary practices and safety concerns are addressed. Also, it helps ensure that children have opportunities to learn and have positive interactions during routines, as well as in play. When considering routines like handwashing, meal preparation, toileting/diapering, and nap, it is most helpful for all adults in the program to have a common understanding of requirements.
- Answering the questions with someone else (co-teachers, administrators, technical assistance specialists, etc.) promotes sharing of perspectives and may draw attention to different details.
- Reminder: Infants are children birth-11 months, toddlers are children 12-30 months, preschoolers are 31 months – Kindergarten, and school-age is children in 1st grade and older.

Date(s) completed: _____ Ages enrolled: _____

Worksheet completed by: _____

Item 7 Greeting/departing (p.22)

Describe the procedures for arrivals and departures: _____

Do greetings occur for each parent and child? **Y / N**

Do all parents enter the caregiving area during arrivals and pick up? **Y / N**

What is discussed with parents during arrival?

What is discussed with parents during departure?

Are a variety of topics included, such as information about children routines, health or safety, activities they enjoyed, or new skills, upcoming plans, etc.? **Y / N**

If a child has trouble separating from their parent at arrival or has trouble leaving the program, how is this handled? _____

If infants are enrolled, are parents given information about their routine care? **Y / N / NA** How does this occur? _____

Do parents ever spend time at the program? **Y / N**

During the pandemic 2021: If parents don't enter the building because of pandemic restrictions, are there ways they are encouraged to feel part of the program? _____

Item 8 Nap/rest (p.23)

Does the nap schedule seem to meet children's needs (e.g., they rarely cry or are tired much earlier than nap time, most rest easily)? **Y / N**

If a child is tired before the scheduled nap time or is not sleepy then, what options are offered? _____

For programs with mats/cots: Are nap provisions stored so that sleep surfaces and different children's items are not touching each other or the floor? **Y / N**

When children are resting, cribs, pack and plays, mats, and/or cots are placed at least _____ feet apart or are separated by a solid barrier that extends the full length of the sleep surfaces. **Y / N**

If infants are enrolled, are safe sleep policies being followed (e.g., back to sleep, no blankets, or other items in the crib)? **Y / N / NA**

Describe supervision practices during nap and any interactions that occur to help children relax:

If infants are enrolled, consider how they are supervised during their naptimes. Do they sleep in close proximity to the playroom, or any locations used by the other children while they rest, like the kitchen? Can they be easily heard? Can they be seen or checked on easily? _____

Describe the transition to nap and any changes that are made to create a restful environment:

ITEM 9 Meals/snacks (p. 24–25)

There are _____ meals and _____ snacks each day.

Are all children served a meal or snack at least every 3 hours unless they are sleeping? **Y / N**

Does the meal/snack schedule seem to meet the children’s needs (e.g., they don’t cry/ask for food earlier and are ready to eat at meal/snack times)? **Y / N**

Are children who eat mostly solid foods offered water to drink between meals/snacks? **Y / N**

If **Yes**, when does this occur? _____

Now look at the menu for this week and the USDA meal guidelines. Are the required food components present for each meal or snack? **Y / N**

For children with special food considerations, such as allergies or family preferences, consider the following:

Is this information posted in spaces where children eat, so that all adults who work with children are aware? **Y / N** If **Yes**, where is it located? _____

What food substitutions are made? _____

Do substitutions meet USDA guidelines OR is a doctor’s note provided that specifies what should be served? **Y / N**

Are tables and high chairs (if used) cleaned with soapy water and wiped dry with a single use paper towel or clean cloth? **Y / N** Then are they sprayed with sanitizer? **Y / N** The sanitizer is allowed to air dry or stay on the surface for at least _____ minutes before it is wiped off.

Proper handwashing includes the use of running water and soap.

Do children wash hands before and after meals/snacks and/or holding their own bottles? **Y / N**

Do adults wash hands before and after meals and snacks or any food/bottle preparation? **Y / N**

Are meals/snacks prepared ahead to reduce wait times for children? **Y / N** If **No**, do children have interesting activities to keep them busy during meal/snack preparation? **Y / N** Describe: _____

Regarding supervision while children are eating/drinking:

Are there ever times when children are not visually supervised while eating/drinking? **Y / N**

Does someone stay close to/sit with the children while they eat? **Y / N**

Are young children consistently seated or held while eating/drinking? **Y / N**

What types of interactions occur during meals/snacks? Describe some recent examples: _____

Is the menu provided for parents? **Y / N** Does the provider work with parents to support children's eating habits? **Y / N**

ITEM 10 Diapering/toileting (p. 26–27)

Diaper procedures (skip the following questions if not applicable):

Are all diapering supplies prepared before the child is brought to the diapering area? **Y / N**

Is the soiled diaper properly removed and disposed of in a hands-free, covered trash can? **Y / N**

Are the provider's and child's hands cleaned with a disposable wipe before the child is redressed in their clean diaper and clothing? **Y / N**

Consider the sanitary steps taken if any child's diaper/pull-up is changed in a standing position, rather than on a diapering table. Are there procedures in place to reduce the spread of germs during these types of changes? **Y / N** Hint: Think about preparation of supplies, placement and disposal of soiled diapers, and how much involvement there is in the process of cleaning the child.

Does diapering occur on a non-porous surface that can be cleaned and disinfected (e.g., not cloth, no straps)? **Y / N**

After a diaper change, is the changing table/mat cleaned with soapy water and wiped dry with a single use paper towel or clean cloth? **Y / N** Is it then sprayed with disinfectant? **Y / N** The disinfectant is allowed to air dry or stay on the surface for at least _____ minutes before it is wiped off.

If potty chairs are used, are they cleaned and disinfected after each use? **Y / N / NA**

Regarding handwashing:

Do children wash hands after diapering or toileting routines? **Y / N**

Does the provider wash hands after assisting with toileting/dressing or as the last step of the diapering process? **Y / N**

Is there a sink used only for diapering/toileting handwashing and no other purposes? **Y / N** If **No**, is there a process to disinfect any sink(s) used for handwashing after diapering/toileting before other types of handwashing occur? **Y / N**

Does the schedule for diapering/toileting seem to meet children's needs (no extended periods between diaper changes, no accidents related to the schedule)? **Y / N**

For children wearing diapers or pull-ups, describe the system used to make sure that diaper changes or bathroom visits occur every 2 hours? _____

Describe the provider's role in supervision and interactions with children during diapering/toileting:

Are provisions for diapering/toileting convenient for adults and children (e.g., close to play room, diapering surface is at a comfortable height, steps to sink and changing table)? **Y / N**

Describe how children's self-help skills are promoted during toileting: _____

ITEM 11 Health practices (p. 28–29)

Is smoking prohibited in all areas used for child care? **Y / N**

Consider what happens if a child becomes sick while in care. Are they separated from the group? If so, is this an area that is not used by other children during the day? Describe what occurs: _____

Does handwashing occur for both children and adults at the following times:

- Upon arrival
- After being outdoors
- After messy play with materials that are moist, sticky, or leave residue
- Before and after water play
- After contact with bodily fluids and removing mouthed toys
- After touching potentially contaminated surfaces, like trashcan lids or pets

If hand sanitizer is used, does this ONLY occur when soap and running water are not available, such as when outdoors? **Y / N** Is it kept out of reach of children and used with close supervision? **Y / N**

In addition to handwashing, what other actions are taken to reduce the spread of germs (Hint: see examples in the text on page 28, also consider the design of the trashcan and lid and how often mouthed toys are removed and cleaned): _____

Do all children have a change of clothes available? **Y / N**

Do any children receive medication or use diapering cream? **Y / N** If **Yes**, describe procedures for having and administering medications while children are in care: _____

Describe actions for modeling and teaching children good health practices: _____

Are there ways children manage their health practices independently? **Y / N**

Do toddlers and older children brush their teeth? **Y / N/ NA** If **yes**, are toothbrushes stored so they do not touch and can air dry? **Y / N**

Do you have access to a health consultant? **Y / N**

ITEM 12 Safety Practices (p. 30–31)

Are there provisions for emergencies and what are they (Hint: see page 30 for examples)? _____

Check for safety hazards in all indoor and outdoor spaces used by children. Are any of the following common hazards present? Please note this is not a complete list of possible hazards.

Indoors

- Uncovered electrical outlets or loose electrical cords
- Items labeled “keep out of reach of children” accessible
- Disinfectant or sanitizer sprayed when children are nearby
- Choking hazards (e.g., toy sets with small pieces, broken crayon pieces) or food choking hazards

Outdoors Hint: *Refer to the document NCRLAP’s Requirements for Gross Motor Space and Equipment for specific measurements.*

- Not enough cushioning under gross motor equipment
- Fall zones are not large enough around gross motor equipment
- Equipment spacing is too close
- Outdoor space is not fully fenced or fence height is less than 4 ft.

Want to find out more?

Not all FCCERS-R indicators are covered in this worksheet, so review the FCCERS-R carefully and seek out other resources, as needed, since relying on these questions alone to prepare for an assessment will not be sufficient. We encourage you to review other resources found on the ncrlap.org website to stay informed about any updates and continue to build your understanding of the FCCERS-R and the assessment process.

- Look for general information about the assessment process and also specific FCCERS-R resources. These resources may offer ideas about what to focus on or supplement ideas you were already considering.
- Check out the answers to Frequently Asked Questions or send a new question to ncrlap@uncg.edu.
- Register for free online training webinars. Some are live webinars; others are pre-recorded and offer training credits (contact hours). Call 1-866-362-7527 or register online at ncrlap.org.

When planning for program enhancement, always consider the unique features of the classroom and facility such as ages and abilities of the children enrolled, the number of teachers in the classroom, and overall goals and/or philosophy. Programs may also seek advice from their DCDEE Child Care Consultant, local CCR&R and/or Smart Start Partnership, or other child care agencies.

North Carolina Rated License Assessment Project 915 Northridge St. Greensboro, NC 27402 Website: ncrlap.org Email: ncrlap@uncg.edu Toll-free: 1-866-362-7527	
--	--

References:

Harms, T., Cryer, D., & Clifford, R. (2007). Family child care environment rating scale. (Revised edition). New York, NY. Teachers College Press.

NC Additional Notes (n.d.). Retrieved from <http://www.ncrlap.org>.

Thinking More about Language and Interactions



FCCERS-R

Purpose: This document addresses many of the requirements found in the Listening and Talking and Interaction subscales. The focus is primarily on indicators at the 3, 5, and 7 level. It is important to review each item entirely to ensure that no indicator at the 1 or “inadequate” level applies to the program. Answering the questions and referring to the FCCERS-R will build familiarity with requirements, while offering a chance to reflect on current practices and situations.

Preparation: Refer to the FCCERS-R (spiral bound edition published in 2007) when completing the questions. To better understand the scale format and structure, review the instructions for scoring on page 8 in the FCCERS-R and the definitions of common terms on pages 9-11. It will also be helpful to refer to a copy of the most current NC Additional Notes (available at ncrlap.org). There are many questions, so completing them all will likely take several reflection/review sessions.

The items included here consider many aspects that relate to promoting children’s development and building relationships. Responsive interactions for all children, including those with disabilities, is key. There is much focus on the provider’s language and interactions with children throughout the day. This includes during various routines, as well as different types of activities, such as those that are social, instructional, planned, and spontaneous. Attention is given to warm and respectful interactions, and promoting social skill development. The important work that family child care providers do to supervise and guide children for safety and teaching purposes is recognized.

Tips:

- If you are confused about a question, look at the item in the FCCERS-R and check any Notes for Clarification or NC Additional Notes to identify the specific indicator and requirement to which it refers.
- Describe the current practices that occur when answering the questions. Remember, this is not about a “right answer” but rather a way to build understanding about what occurs every day. In the reflection section at the end, it can be helpful to add ideas about future plans or changes.
- Using the worksheet on an ongoing basis can help verify that children experience enriching, positive, and age-appropriate language and interactions. Additionally, this process emphasizes how interactions, social communication, and guidance practices contribute to building positive relationships with all children.
- Answering the questions with someone else (an assistant, technical assistance specialist, etc.) promotes sharing of perspectives and may draw attention to different details.

Date(s) completed: _____

Age groups: _____

Worksheet completed by: _____

Item 13 Helping children understand language (p.32)

Does the provider talk to children during both routine care and play activities? **Y / N**

Consider any issues with background noise. Have these been minimized so that children are able to hear language? **Y / N**

Is the tone used with children consistently positive or neutral? **Y / N**

Consider any times when phrases are used that include negative language (“Don’t, uh-uh, no-no”), rather than telling children what they should do (e.g., “Books are to look at” when a toddler mouths a book). How can these phrases be reworded to offer positive guidance about what should be done instead? _____

Consider the provider’s interactions with children. Is the language about things the children are interested in or playing with? **Y / N** Is communication individualized for each child, such as by using simpler language with younger children, or adapting communication for children with disabilities? **Y / N**

Are words used to label and describe many objects, actions, feelings, and experiences? **Y / N**

If **yes**, give some examples:

Do these types of examples occur throughout the day? **Y / N**

Do these types of examples occur during both play and routines? **Y / N**

Are interactions playful or fun (e.g., rhymes, simple songs, back and forth babbling, repetitive words/sounds, etc.)? **Y / N** If **yes**, describe: _____

Item 14 Helping children use language (p.33)

Children communicate verbally and non-verbally in many different ways (e.g., babbling, words, crying, pointing, gestures, nodding, facial expressions). Think about all of the ways children communicate and consider the following questions:

Does the provider usually understand what children are trying to communicate? **Y / N**

Are responses handled in a positive and timely manner? **Y / N**

Do responses usually address the child's need or interest? **Y / N**

What types of responses are typically used? _____

Describe strategies used to limit wait times before meals or nap for children who are hungry or tired, and also for children who are upset/crying: _____

During routine care activities or when playing with children throughout the day, does the provider describe what is occurring and their own actions? List examples: _____

Are the children encouraged to communicate with one another? How does this occur?

For verbal children, does the provider expand on words and ideas the children say? **Y / N** List examples:

Describe the type of questions the children are asked: _____

Does the provider encourage and/or model back-and-forth conversation with children by responding or repeating sounds and/or words, then waiting for the child to respond? **Y / N**

Is there a good balance between provider language/input and children's language/input? **Y / N**

Are there activities to link older children's talk with written language? How/when does this occur?

ITEM 27 Supervision of play and learning (p. 56)

Consider the following challenges related to supervision. Check any that occur at any time, and think about how supervision practices are adapted to accommodate different situations:

- Areas of the playroom(s) or gross motor space that may be difficult to visually supervise
- Any times the provider leaves the room, for example to complete routine care or access materials or supplies
- Play or routine times when a provider works with one child or a small group of children

Describe plans to make sure all children are properly supervised throughout the day: _____

What happens when a problem, such as a conflict or a minor accident occurs? _____

Think about how the provider participate in play activities with the children and describe some recent interactions that have occurred during play activities: _____

What happens when children are having difficulty becoming engaged or using materials? _____

How is supervision adjusted to meet the different needs of each child in the group? Consider younger children or those that are more active vs. children who are older or more independent. _____

Is there a balance between children's independent play and provider input into their activities? **Y / N**

ITEM 28 Provider-child interaction (p. 57)

Is appropriate physical contact often used to show warmth throughout the day? **Y / N** If **yes**, in what ways does this occur? _____

Consider how the provider interacts and relates to children and check all that apply:

- The provider seems to enjoy spending time with the children.
- There is much smiling and talking throughout the day.
- Most, if not all adult responses are warm and responsive.
- Interactions are sensitive to each child's feelings and reactions.
- Interactions remain positive even in challenging situations.

Recognizing that each child in the group will have a variety of feelings, moods, and needs each day, describe how the provider adjusts responses to be sensitive to each child. _____

ITEM 29 Discipline (p. 58)

When establishing expectations, are children's ages and developmental levels considered, with adjustments made as needed? **Y / N**

If different age groups are enrolled, give examples of how expectations vary for younger vs. older children. Hint: Think about the types and structure of different activities or aspects of the daily schedule.

Describe how the provider addresses challenging or unwanted behaviors: _____

Describe approaches to addressing conflicts between children: _____

Are guidance strategies usually positive? **Y / N**

If guidance strategies are not effective and the behaviors continue, what happens next? _____

Are children's positive behaviors recognized with comments or other positive attention? **Y / N**

Think about how the program is set up (e.g., daily schedule, space and arrangement, types of materials) and how these different aspects can impact behaviors. Consider these questions:

Does the layout of the child care space reduce interruptions and discourage running? **Y / N**

Is there a separation between active and quiet areas to help reduce distraction? **Y / N**

Are transition strategies used to reduce waiting times and keep children engaged? **Y / N**

If **yes**, list some strategies used: _____

Is there a variety of interesting choices in all areas to keep children busy and engaged? **Y / N**

If **no**, list ideas for any areas where additional/different materials could encourage more use of an area or reduce conflict: _____

Are there duplicates of popular materials or a system used to help children with turn-taking? **Y / N**

Does the daily schedule have ample free play time that allows children to have extended, meaningful play experiences? **Y / N**

Is the provider often involved in facilitating children's play (e.g., children are not often alone in play areas or waiting while routine care occurs for others, children are not alone in a swing or bouncy seat for a long time, etc.)? **Y / N**

Is there ample time scheduled for active and energetic play? **Y / N**

Especially for younger children, are routine care needs met in a timely, individualized manner?

Are the effects of children's actions explained to them? (hint: see page 58 for examples) **Y / N**

If **yes**, give examples: _____

Describe how children are supported in using communication when social problems occur: _____

Are there professionals to help if there is a child with very difficult or unusual behaviors? **Y / N**

If **yes**, list options: _____

ITEM 30 Interactions among children (p. 59)

How are the children encouraged to interact with each other? _____

What happens when children are having difficulties getting along? _____

Do these responses encourage appropriate interactions and behavior (e.g., tell them what to do, instead of what not to do)? **Y / N**

How does the provider model positive social skills for the children? _____

Does the provider explain the actions, intentions, and feelings of children to others? Describe: _____

Does the provider draw attention to positive peer interactions? Describe: _____

Describe activities that encourage children to work or play together: _____

How often do these occur? _____

Reflection for future planning: After completing this worksheet, it can be helpful to go back and think about the answers. Were there any questions that were answered “no” instead of “yes?” Are there any specific aspects of language or interactions where improvements could be made or new ideas to think about? Use the space below to reflect on your answers and list any plans or ideas related to making positive changes.

Thinking More about Program Structure



FCCERS-R

Purpose: This document addresses many of the requirements for items found in the Program Structure subscale. The focus is primarily on indicators found at the 3, 5, and 7 level. It is important to review each item entirely to ensure that no indicator at the 1 or “inadequate” level applies to the program. Answering the questions and referring to the FCCERS-R will build familiarity with requirements, while offering a chance to reflect on current practices and situations.

Preparation: Refer to the FCCERS-R (spiral bound edition published in 2007) when completing the questions. To better understand the scale format and structure, review the instructions for scoring on page 8 in the FCCERS-R and the definitions of common terms on pages 9-11. It will also be helpful to refer to a copy of the most current NC Additional Notes (available at ncrlap.org). There are many questions, so completing them all will likely take several reflection/review sessions.

The items included consider many aspects related to maintaining awareness about how program structure contributes to children’s opportunities to explore, learn, and become increasingly independent. There is a focus on the ways program structure creates a predictable sequence of events that include regular routines, significant opportunities for complex play, smooth transitions, ample time for interactions with adults and peers, responsive group activities, and inclusion of children with disabilities. These aspects provide a strong foundation for fun and enriching experiences, and strong relationships.

Tips:

- If you are confused about a question in the worksheet, look at the item in the FCCERS-R and any notes to identify the specific indicator and requirement to which it refers.
- Describe the current practices that occur when answering the questions. Remember, this is not about a “right answer” but rather a way to build understanding about what occurs every day. In the reflection section at the end, it can be helpful to add ideas about future plans or changes.
- Using the worksheet on an ongoing basis can help verify that the program structure is supportive and developmentally appropriate. This process also emphasizes how specific aspects of program structure support providers in offering experiences that are positive and enriching.
- Answering the questions with someone else (an assistant, technical assistance specialists, etc.) promotes sharing of perspectives and may draw attention to different details.

Date(s) completed: _____ Age groups: _____

Worksheet completed by: _____

Item 31 Schedule (p.60)

Do children experience a similar schedule each day? **Y / N**

Consider the daily schedule. Is it flexible and does it meet the needs of each child (e.g., children play, eat, nap, and are diapered/visit the toilet based on their own needs, routine care is scheduled to occur without much crying or other issues)? **Y / N**

Does play occur for at least one hour indoors every day? **Y / N**

Does play occur for at least one hour outdoors, every day, weather permitting? **Y / N** (Hint: See Terms Used Throughout the Scale on page 11 of the FCCERS-R for a definition of “weather permitting” and/or refer to the Child Care Weather Watch Chart at ncrlap.org).

What conditions prevent outdoor play from occurring and how are decisions made about when outdoor play will occur?

Is there active gross motor play every day, including indoors when weather prevents outdoor play? **Y / N**

Each day, are there opportunities for activities the children choose independently and activities the provider plans? **Y / N**

What is done to reduce waiting or keep children engaged during transitions?

Does this prevent transitions when children must wait for more than 3 minutes at a time without activities? **Y / N** If **no**, what other strategies could be helpful?

Item 32 Free play (p.61)

Hint: Only times when children can choose both the materials they use and peers to interact with, are considered free play.

Each day does free play occur: Indoors? **Y / N** Outdoors, weather permitting? **Y / N**

Does free play occur both indoors and outdoors, for much of every day? **Y / N** Hint: Refer to the definition of “much of the day” on pg. 10.

Think about any situations when children are limited in what they can do (e.g., group times, time in infant seats/swings/exersaucers, or using a room/ area with few play materials at certain times of the day):

Are these times limited to 20 minutes or less? **Y / N**

During free play times both indoors and outdoors, consider the supervision that occurs. Does it (check all that apply):

- Protect children's health and safety?
- Facilitate children's play by helping with materials, offering other materials to support play, etc.?
- Provide educational interactions related to their play such as finding solutions and problem solving, adding information and new ideas, encouraging children to talk more about their activities?

During times children are playing, are there many types of materials and equipment for them to use? **Y / N**

Is this true both indoor and outdoors? **Y / N**

Are there materials to rotate or add for the children during free play times? **Y / N**

How often is something added or rotated? _____

Do any of the new or rotated materials relate to the current topics of interest or themes? **Y / N**

If **yes**, give some examples:

Item 33 Group time (p.62)

Hint: This item considers large and small group provider directed activities, self-selected small group play, and individual play.

If they occur, list the times and lengths of typical whole-group or circle time activities:

What happens if a child does not want to join or tries to leave during the group activities? Describe alternate activities, any instructions, etc. _____

Describe typical interactions with children during the group activities:

Does the provider adjust group activities based on children's interest? Describe:

Are group times set up to be successful? For example, do group times (check all that apply):

- Occur where there is enough space to prevent crowding?
- Include engaging, age appropriate content for all children expected to participate (e.g., not too academic for younger children, concepts are not simplistic for older children)?
- Offer children opportunities to participate, rather than only listen or respond to a few questions?
- Continue only as long as children are interested?

Are most play activities done in small groups or individually as children choose, rather than as a whole group? **Y / N**

Does the provider have educational interactions with children, small groups, and the whole group throughout the day? **Y / N** If **yes**, describe:

ITEM 34 Provisions for children with disabilities (p. 63)

Only complete the questions in this section if there is a child with a diagnosed disability and completed assessment, or if there is a child receiving services, such as speech therapy. If there are multiple children with special needs, respond to the questions keeping each child in mind.

Does the provider have information from/about each child's assessment(s)? **Y / N**

Is each child able to fully participate in the classroom experiences? **Y / N**

Describe anything special that is done to help each child participate fully:

If professionals recommend specific activities or experiences for the child, does the provider implement these? **Y / N** If **yes**, describe:

Do parents and the provider exchange information about a child's special needs? **Y / N** If **yes**, what topics are discussed?

Are parents and the provider involved in joint goal setting for the child's experiences at the program? **Y / N**

How often does communication with parents occur informally and how is this done?

Want to find out more?

Not all FCCERS-R indicators are covered in this worksheet, so review the FCCERS-R carefully and seek out resources, as needed, since relying on these questions alone to prepare for an assessment will not be sufficient. We encourage you to review other resources found on the ncrlap.org website to stay informed about any updates and continue to build your understanding of the FCCERS-R and the assessment process.

- Look for general information about the assessment process and also specific FCCERS-R resources. These resources may offer ideas about what to focus on or supplement ideas you were already considering.
- Check out the answers to Frequently Asked Questions or send a new question to ncrlap@uncg.edu.
- Register for free online training webinars. Some are live webinars; others are pre-recorded and offer training credits (contact hours). Call 1-866-362-7527 or register online at ncrlap.org.

When planning for program enhancement, always consider the unique features of the program such as ages and abilities of the children enrolled, the number of providers, and overall goals and/or philosophy. Programs may also seek advice from their DCDEE Child Care Consultant, local CCR&R and/or Smart Start Partnerships, or other child care agencies.

North Carolina Rated License Assessment Project
915 Northridge St.
Greensboro, NC 27402
Website: ncrlap.org
Email: ncrlap@uncg.edu
Toll-free: 1-866-362-7527



References:

Harms, T., Cryer, D., & Clifford, R. (2007). Family child care environment rating scale. (Revised edition). New York, NY. Teachers College Press.

NC Additional Notes (n.d.). Retrieved from <http://www.ncrlap.org>.