Baby Steps:  
A Business Plan to Opening 
a Child Development Center

An Honors Thesis  
HONRS 499

by

Allison Payer

Thesis Advisor  
Mrs. Donna Williams

Ball State University  
Muncie, Indiana

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Graduation  
December 2005
Abstract

Due to my interest in Early Childhood Education, I have written a business plan on the basics of opening a child development center. The business plan includes a statement of beliefs, my educational philosophy, a description of services, goals and objectives, an analysis of the market, a start-up budget, management and personnel, licensing requirements, curriculum, a guidance strategy, a floor plan and a sample menu.

Acknowledgements

I want to thank Mrs. Donna Williams for advising me through this project. She provided me with wonderful resources.
Statement of Beliefs

We believe each child is unique and deserves an individualized education. It is extremely important to meet each child’s social, emotional, physical, and intellectual needs through developmentally appropriate programs.

We believe children with disabilities should be provided the full range of services in an inclusive environment that is supportive, encouraging and meets their special needs.

We believe that families are the most influential and important part of a child’s life. We encourage constant communication between parents and staff. Children, parents, and staff can teach and learn from each other.

We believe in guidance not punishment. Children should take responsibility for their actions and understand right and wrong choices. There are three rules at our center: Is it safe for you? Is it safe for others? Is it safe for our school?

We believe in an antibias curriculum in which children are made aware of his or her cultural identities and respect those who are different.

We believe in providing a safe, comfortable learning environment in which children feel welcome and have many hands-on learning activities. We believe play in essential to a child’s growth.
We believe in healthy living. All children should receive nutritional foods and plenty of rest and exercise.

We believe in continuing our education through professional staff development. This keeps our staff and program up-to-date and effective for the children.
Philosophy

Baby Steps Child Development Center believes the whole child should be developed. This means the center focuses on the child’s social, emotional, cognitive, physical, communication, literacy and independence needs. Learning activities should be directly related to the child’s experiences, culture, and interests. Each experience should incorporate the child’s social, emotional, intellectual, and physical development.

In order to create these experiences, we provide hands-on learning activities for the children at our center. These learning experiences allow children to relate to others, develop their motor skills, acquire independence, and communicate. Also, children learn through the use of their senses; sight, smell, touch, hearing, and taste. We believe every learning experience should include several of the five senses.

Independence is gained through positive choices. Children should be allowed to make their own decisions so they can become autonomous. Our center models how to make positive choices. We do this by offering choices during play and center time and giving positive directions. Positive directions tell the child what he or she can do rather than what they cannot. We also believe it is important to validate the child’s feelings in conflicts, to define the problem, and to ask or offer solutions with choices. Our guidance philosophy emphasizes the children’s individual worth and tailors to the individual needs of the children.
Description of Services

- Baby Steps Child Development Center provides a safe, healthy, quality child development service to the Valparaiso, Indiana community.

- In addition to child care, each child’s social, emotional, physical, and intellectual needs are met.

- The children are provided with a wide-range of developmentally appropriate experiences to meet these needs.

- The children are also provided with three well-balanced, nutritional meals a day and two snacks.

- Families are provided with a knowledgeable staff that is willing to introduce them to the community resources that are there to assist them.

- Our staff also provides a dedicated support system to our families.

- Our center views the staff and parents as a team working together to benefit the growth of the child.

- The center will be open from 6 am to 6 pm with holiday breaks throughout.
  - Breaks include:
    - New Years Day
    - 1st full week of March (Spring Break)
    - Independence Day
    - Thanksgiving Day and the day after
    - December 23-31

- Prices are based on competition and costs.
• Fees will be paid bi-weekly on the first Monday of the two weeks. If fees have not been paid by 6:00 pm on the first Wednesday, a late fee of $10.00 will be charged per day. If fees are not paid by the second Wednesday, the family will be notified that the child will no longer be enrolled if fees and charges are not paid in full. Admittance will be revoked by the end of the two weeks. Payments still owed by the family will be turned over for collection. Families will be charged $25.00 for returned checks.

• Children are to be picked up promptly at 6:00 pm. A charge of $1.00 per minute will be issued after 6:00 pm.
Goals and Objectives

- **Why:** The owner is going into the child care business because she believe child care should focus on not just the care of the child, but every aspect of the child: social, emotional, physical, and intellectual. She wants to create a child development center, which helps them blossom into well-rounded individuals.

- **Prior Experience:** The owner has an Early Childhood Education degree and a Reading Endorsement from Ball State University. She has received much of her experience with young children through classes at the university. She has had a practicum class with toddlers at Apple Tree Child Development Center and 2nd graders at Northview Elementary School. She has taught science to kindergarteners at Storer Elementary School, and math to 1st graders. She has also completed 24 weeks in student teaching: 8 weeks in 3rd grade at Eaton Elementary School, 8 weeks in Kindergarten at Eaton Elementary School, and 8 weeks in preschool at Apple Tree Child Development Center. Outside of her university experiences, she has been employed at the Child Study Center on Ball State’s Campus.

- **What I want out of the business:** In the beginning the owner would like to be the director of the facility. Once the facility is established, the owner would like to hire a director so she could continue to teach and oversee the curriculum. The owner would need a salary because it is her only available income.

- **Type of Program:** The child care program will be considered a Child Care Center. The facility will hold 10 Two’s, 13 Three’s, 15 Fours, and 20 Fives. In each classroom there will be an Early Childhood Teacher with a 4 year degree and
an Early Childhood Associate Teacher with CDA credentials or an associate’s degree in early childhood.

- **Staff:** There will be: 1 Director, 4 Early Childhood teachers, 4 Early Childhood Associate Teachers, 2 Receptionists, 1 Nurse, 3 Kitchen Staff, and 2 Custodial/Maintenance employees. The total number of employees will be 17.

- **Success:** The success of the center will be measured through parent and staff evaluations of the business, and whether or not the center breaks even financially.
Analysis of the Market

- **Child Care Market**: There is a need for this center in Valparaiso, Indiana because the available child care centers are more focused on custodial care not development of the whole child. Also, there are only two centers within 30 miles of Valparaiso that are NAEYC accredited. Baby Steps Child Development Center plans on becoming the only Valparaiso center with NAEYC accreditation.

- **Present Status of Child Care Facilities**: There are 27,428 people in the city of Valparaiso. Of the total population, 5.9 percent are young children under five, which means there are more than 1600 young children at preschool age. The average income for Valparaiso is $45,799. Valparaiso is a primarily middle class community with 90.9 percent of population above poverty and 9.1 percent below.

- **Competition**

  1. Boys and Girls Clubs Of Porter County
     
     354 Jefferson St. Val. 464-7282

  2. Children's Enrichment Center
     
     3907 Calumet Ave. Val. 462-5437

  3. Ethan's Palace
     
     408 N Morgan Blvd. Val. 465-3070

  4. Hilltop Community Health Center
     
     454 College Ave. Val. 462-7173

  5. House Of Hugs Daycare
     
     391 Sycamore Dr. Val. 759-0223

  6. Immanuel Lutheran Church and School
7. Kids Are People Too
546 Riviera Rd. Val. 759-1392

8. Little Hearts Daycare
404 Erie St. Val. 464-0136

9. LITTLE TYKES DAY CARE
14 Williamsburg Val. 548-2073

10. Miracle's Child Care Center
1805 Calumet Ave. Val. 462-7377

11. Mother's Time-Out
1507 Glendale Blvd. Val. 531-8793

12. Tender Loving Childcare
1506 Vale Park Rd. Val. 548-5799

13. Tiny Tim's Child Development Center
1857 Harrison Blvd. Val. 465-0882

14. Wee Care Child Development Center Inc.
1750 Thornapple Cir Val. 462-1214

15. YMCA/All Ways Learning Child Development Center
750 Randsom Rd. Val. 462-4453

16. There are some in-home centers available as well.

• **Marketing Strategy**
  • Flyers $50 for paper and ink
  • Brochures $50 for paper and ink
  • Newspaper Advertisements $50 per month per paper
  • Yellow Pages $ 100 per year
• **Newspaper Advertisement**
  - NWI Post Tribune
  - NWI Times
  - Each ad is 20 characters per line
  - Each ad will run for 28 days
  - Each ad is about $50 per month

• **Baby Steps Child Development Center, NAEYC-accredited,**
  *Enrolling 2-5 yr olds*
  *Call 555-1234 (Decker 100).*

• **Yellow Pages**
  - $100 per year

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**Baby Steps Child Development Center**

An innovative center for children 2-5 years old.

123 Main St.
Valparaiso, IN
(219) 555-1234
Flyers
$50 for paper and ink

Baby Steps
Child Development Center
invites all individuals interested in our center to a 'Getting to Know Us' evening.

Join us for coffee and dessert at the Valparaiso Family Resource Centre,
100 Main Street,
from 7:30 p.m. to 9:00 p.m.

For more information, call 555-1234.
# Financial Data

## Start-Up Budget

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<thead>
<tr>
<th>EXPENSE</th>
<th>AMOUNT</th>
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<tr>
<td><strong>Personnel</strong></td>
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<tr>
<td>Director</td>
<td>$30,000</td>
</tr>
<tr>
<td>4 Early Childhood Teachers @ $24,000 each</td>
<td>$96,000</td>
</tr>
<tr>
<td>4 Associate Teachers @ $18,000 each</td>
<td>$72,000</td>
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<tr>
<td>2 Receptionists @ $17,000 each</td>
<td>$34,000</td>
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<tr>
<td>Nurse (part time)</td>
<td>$20,000</td>
</tr>
<tr>
<td>2 Kitchen Staff Members @ $15,000 each</td>
<td>$30,000</td>
</tr>
<tr>
<td>2 Custodial/Maintenance @ $15,000 each</td>
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<td><strong>TOTAL</strong></td>
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<td>Rent</td>
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<td>25 sq. ft. x 55 children = 1,375 sq. ft.</td>
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<td>Building Remodeling Costs</td>
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<td>Program</td>
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<td>Playground and Installation</td>
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<tr>
<td>Supplies</td>
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<td>------------------------------</td>
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<td>Program</td>
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<td>Food</td>
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55 children x $3 per meal x 3 meals = $495 per day x 20 days per month = $9900 x 12 months = $118,800

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<tr>
<th>Legal and Professional Fees</th>
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<td>Insurance(Property, Liability, and Worker’s Compensation)</td>
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<td><strong>TOTAL START-UP COST</strong></td>
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### Annual Operating Budget

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<th>Personnel</th>
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<td>Director</td>
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<tr>
<td>4 Early Childhood Teachers @ $24,000 each</td>
<td>$96,000</td>
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<tr>
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<tr>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$312,000</strong></td>
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<table>
<thead>
<tr>
<th>Occupancy</th>
<th>Total</th>
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<tbody>
<tr>
<td>Rent</td>
<td>$11,000</td>
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<tr>
<td>25 sq. ft. x 55 children = 1,375 sq. ft.</td>
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<tr>
<td>Heat</td>
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<td>Electricity</td>
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<td>Insurance</td>
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<td>Housekeeping</td>
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<td>Housekeeping</td>
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<td>Office</td>
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<td><strong>TOTAL</strong></td>
<td><strong>$600</strong></td>
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<tr>
<td>Food</td>
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<tr>
<td>55 children x $3 per meal x 3 meals = $495 per day x 20 days per month = $9900 x 12 months = $118,800</td>
<td>$118,800</td>
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<tr>
<td><strong>Other Expenses</strong></td>
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<td>Advertising</td>
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<td>Payment of Loan</td>
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<td><strong>TOTAL EXPENSE</strong></td>
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<tr>
<td>Income</td>
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<td>10 Twos @ $150 per week</td>
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<tr>
<td>13 Threes @ $150 per week</td>
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<td>15 Fours @ $125 per week</td>
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<td>20 Fives @ $125 per week</td>
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<td>Grants</td>
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<td>NET INCOME</td>
<td>$37,350</td>
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Licensing Requirements

Physical space

- **Indoor Space**
  - At least 35 square feet of usable indoor play space shall be provided for each child that the center is licensed (DayCare.com).
  - Children should be separated according to age and class size (DayCare.com).
  - Tables and chairs should be provided appropriate to the height, size and age of the children (DayCare.com).
  - Convenient storage space for indoor equipment and materials should be provided (DayCare.com).
  - A storage area should be available for each child's personal belongings (DayCare.com).

- **Outdoor Space**
  - The center should provide an outdoor play area which is directly accessible from indoor facilities (DayCare.com).
  - At least 50 square feet of outdoors space for each child at any one time (DayCare.com).
  - The play area should be safely enclosed and designed so that all parts are visible and easily supervised (DayCare.com).

- **Design and Construction.**
  - The center should be structurally sound and in good condition. The site should be maintained in a clean, neat and sanitary condition. However, rooms cleaned while the children are on the premise except for clean-up after meals or art projects (DayCare.com).
  - Floors and steps should be smooth and of washable, nonslippery materials. If carpet is used it must be firmly secured and kept clean (DayCare.com).
  - No furnishings, decorations, or other objects should block exits (DayCare.com).

- **Toilet Facilities**
  - The center will provide inside bathrooms equipped with flushable toilets. Restrooms are to be located on the same floor as classrooms and in close proximity to inside and outdoor play areas (DayCare.com).
  - A minimum of one sink and one toilet for each 15 children (DayCare.com).
  - The same toilet facilities are not to be used by children of the opposite sex, and toilets shall be separated by partitions (DayCare.com).
  - If child-size toilets and sinks are not available, steps or stools should be provided for small children to encourage autonomy (DayCare.com).
  - Restrooms are to be available for the staff and other adults separate and apart from those furnished for the children (DayCare.com).
  - All hand washing facilities shall be provided with hot and cold running water. Automatic hot water control valves that will not permit the hot water temperature at the point of use to exceed 120°F. shall be used. The
temperature of the water for hand washing shall be at least 100/ F. and shall not exceed 120/ F” (DayCare.com).

- All restrooms should be ventilated (DayCare.com).

**Health requirements**

- **For Children.**
  - **Pre-admission.** “Each child shall receive a health examination by a physician within three months prior to admission to the center, but no later than one month after admission. The child shall be excluded if this requirement is not met” (DayCare.com).
  - “The examination shall include the following:
    - history;
    - physical examination;
    - an intradermal tuberculin skin test, unless written documentation of a prior negative intradermal tuberculin skin test result can be provided:
      - a written statement from the physician that in his opinion there is no health condition that would be hazardous either to the child or to other children in the center as a result of participation in the nursery's program of activities;
      - a written statement from the physician regarding modification of plans of care for children who may require special attention because of medical conditions;
      - immunizations” (DayCare.com).
  - **Immunization Requirements.** All children enrolled in the center shall be immunized against diphtheria, tetanus, whooping cough, poliomyelitis, measles, mumps, and rubella. (DayCare.com).

- **For Staff**
  - **Examinations:** “No person shall be permitted to perform any services in the nursery until he/she has furnished the center with a statement from a physician that he/she is free of tuberculosis in an infectious state. Each such person is required to have a health examination within three months prior to entering the service of the nursery. The examination shall include a chest x-ray or Mantoux tuberculin test and may include other laboratory tests and immunizations as deemed necessary by the attending physician. If the tuberculin test is positive, the chest x-ray is mandatory.” (DayCare.com).

**Staff-child ratios**

- 2 Years – 1:5
- 3 Years – 1:10
- 4 Years – 1:12
- 5 Years – 1:15
- Employees must be at least 18 and have a high school education or equivalent. (DayCare.com).
Food preparation and nutrition
  o “Nutrition education shall be provided to the children. Training in basic nutrition and sanitation, and guidance in planning nutrition education shall be provided to the staff” (DayCare.com).

- General Food Requirements. Reconstituted dry milk for drinking or skim milk shall not be served to children (DayCare.com).
  - All fruit juices shall be 100% pure fruit juice. All non-citrus juices shall be fortified with vitamin C. (DayCare.com).
  - Drinking water shall be freely available to children (DayCare.com).
  - Special or therapeutic diets shall be approved in writing by a physician (DayCare.com).
  - Additional portions of food shall be available to children (DayCare.com).

- Meal Times
  - Children shall be served meals and snacks according to their hours of attendance (DayCare.com).
  - Breakaft shall be offered to children who are in attendance before 8:00 a.m. (DayCare.com).
  - Children in attendance from:
    - 5 a.m.-9 a.m. shall be offered breakfast and served an a.m. snack;
    - 8 a.m.-12 noon shall be served a.m. snack and lunch;
    - 11 a.m.-p.m. shall be served lunch and p.m. snack;
    - 2 p.m.-8 p.m. shall be served p.m. snack, dinner, and a bedtime snack (DayCare.com).
  - A period of not less than two hours and not more than three hours shall separate meals and snacks. This does not apply between the hours of 9:00 p.m. and 4:00 a.m. (DayCare.com)

- Food Service
  - “Adults shall assist and supervise the children during all meals and snacks in age relative groups, small enough in number to assure assistance and safety” (DayCare.com).
  - “Eating utensils, dishes and glasses, chairs and tables shall be suitable for the age, size and developmental level of the children” (DayCare.com).
  - “Feeding of Two Year Old Children. Divided dishes that are heavy enough not to tip or slide easily shall be used” (DayCare.com).
  - “Weighted cups which are not easily overturned should be furnished, but soft plastic glasses in small size (six ounce) are acceptable” (DayCare.com).
  - “The children shall be fed in their own area, separate from the older children” (DayCare.com).

- Food Preparation and Storage
  - “All food shall be prepared, maintained and stored properly to assure its flavor, appearance, and nutritive value” (DayCare.com).
• **Preparation.** “Each center shall maintain an up-to-date file of standardized recipes, adjusted for quantity to provide for the number of children and staff to be fed. The standardized recipes shall be kept in a usable form in the food preparation area for use by the cook” (DayCare.com).

• “All food items must be from approved sources only. Food items prepared in a home kitchen shall not be used. Food items must be received at the center in the original, unopened, undamaged packaging. During transport, all food items must be properly protected from damage and potential contamination. Any food preparation or handling, except for necessary transportation, must be in the kitchen only” (DayCare.com).

• “Food shall be maintained at appropriate temperatures until served: hot food+140/ F. or above; cold food+45/ F. or below; frozen food+0/ F. or below” (DayCare.com).

• “Children may not assist in the preparation of any food(s) that are to be consumed by another person” (DayCare.com).

• **Storage.** Perishable foods shall be stored at proper temperatures to protect against spoilage” (DayCare.com).

• “Prepared dishes, while refrigerated, must be properly covered” (DayCare.com).

• “Any leftover or extra food(s), once served or placed in serving dishes, must be disposed of” (DayCare.com).

• “Dry goods and canned goods must be stored on proper elevated shelving, away from any cleaning compounds, toxic, or hazardous materials” (DayCare.com).

• **Hygiene**

  • “Employees who handle and serve food shall thoroughly wash their hands with soap and water and use disposable towels from a dispenser or rack for drying. Hand washing shall be done before starting work, washed as often as necessary to keep them clean, and after smoking, eating, drinking, or using the toilet” (DayCare.com).

  • “Kitchen personnel must wear clean, washable garments (aprons or smocks) and effective hair restraints” (DayCare.com).

**Emergency procedures**

• **Safety Equipment**
  
  • Alarm System
  
  • Emergency Lighting/Exit Lights
  
  • Fire Extinguishers

• **Evacuation Procedures**

  • “There shall be written posted procedures for disaster evacuation in case of fires and other emergencies which shall be taught to all staff as a part of their orientation. Disaster evacuation procedures shall be posted in all child care areas” (DayCare.com).
Fire Drills. “Fire drills shall be conducted monthly and noted in the records or reports of the nursery for review upon request of the fire inspector.” (DayCare.com).
Management and Personnel

Director

- **Education and Experience:** The minimum qualifications for director are:
  - "a bachelor's degree from an accredited college or university, including 15 credit hours in Early Childhood Education or related fields, with grades of "C" or better, earned during or after the four year course of study; or
  - a two year associate degree in Early Childhood Education and three years of experience providing direct service to children in a licensed center or child teaching facility" (DayCare.com).

- **Responsibilities:**
  - The director is responsible for:
    - orienting and training new staff,
    - marketing the center to increase enrollment,
    - overseeing curriculum,
    - supporting teachers and staff,
    - handling families concerns,
    - developing and monitoring a budget and
    - overseeing the daily operations of all areas of the center.
  - The director will also make sure that teachers and staff in contact with children are continually trained in early childhood education, child abuse education, and health and safety (DayCare.com).

Early Childhood Teacher

- **Education and Experience:**
  - "a bachelor's degree from an accredited college or university, including 15 credit hours in Early Childhood Education or related fields, with grades of "C" or better, earned during or after the four year course of study; or
  - a two year associate degree in Early Childhood Education and three years of experience providing direct service to children in a licensed center or child teaching facility" (DayCare.com).

- **Responsibilities:**
  - The teacher will:
    - make sure that every child’s social, emotional, intellectual, and physical needs are met.
    - handle families concerns.
    - partner with parents allowing them access to the classroom, discussing their children with them, and encouraging their involvement in the program (Kingsbury 28).
    - guide the children in the learning environment. They will encourage creative thinking by asking open-ended questions.
    - support the children’s interests (Kingsbury 28).
    - create a language-rich environment (Kingsbury 28).
    - teach required curriculum and refer to Indiana Foundation when planning lessons.
• follow center policies and procedures.
• attend monthly staff meetings.
• attend professional development opportunities three times per year in areas such as early childhood education, child abuse education, and health and safety.
• partner with fellow teachers and director to determine and evaluate curriculum annually.

**Early Childhood Assistant Teacher**

- **Education and Experience:**
  - Associate degree in early childhood education or child development.

- **Responsibilities:**
  - The assistant teacher will:
    - ensure that every child’s social, emotional, intellectual, and physical needs are met.
    - assist the head teacher in preparing the classroom environment.
    - follow center policies and procedures.
    - attend monthly staff meetings.
    - attend professional development opportunities three times per year in areas such as early childhood education, child abuse education, and health and safety.
<table>
<thead>
<tr>
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Curriculum Requirements

Goals of the Curriculum

- Baby Steps Child Development Center is dedicated to meeting the intellectual, social, emotional, and physical development of the children through activities that support the skills listed below. Each skill is based on or quoted from the Indiana Foundations.

- **ENGLISH/LANGUAGE ARTS INDIANA FOUNDATIONS**
- **Concepts about print** (*English/Language Arts Foundation 1*)
  - ‘read’ familiar signs such as stop signs
  - pretend to read a book
  - listen to stories
  - discuss pictures
  - notice the difference between print and pictures
  - notice length of word relates to the length of spoken word
  - know names of familiar letters
  - ‘read’ his or her own ‘writing’

- **Phonological awareness** (*English/Language Arts Foundation 1*)
  - recognize his or her name begins with the same sound as another word
  - familiar with the sounds of his or her name
  - recognize words that look alike may sound alike
  - learn/make up rhymes and finger plays
  - play with sounds of words

- **Decoding and word recognition** (*English/Language Arts Foundation 1*)
  - recognize name in print
  - use special features to identify letters
  - realize the same letter can be written different ways
  - become familiar with some letters and their sounds
  - decode a word based on letter sounds (5-year-olds)

- **Vocabulary and Concept Development** (*English/Language Arts Foundation 1*)
  - identify things in pictures
  - explore words, their meanings, and sounds.
  - use new words
  - tell and act out stories
  - participate in dramatic play

- **Reading Comprehension** (*English/Language Arts Foundation 2*)
  - understand that different books and reading materials give different information
  - select books and tapes that relate to what they are learning
  - use the library to find things that interest them

- **Literacy and Analysis** (*English/Language Arts Foundation 3*)
  - ask people to read different types of print
  - ask questions or make comments about a story
  - identify and talk about characters
• **Writing** *(English/Language Arts Foundations 4 and 5)*
  - realizes that thoughts can be written down
  - understand print has meaning
  - draw pictures/scribble
  - uses different writing materials
  - write left to right and top to bottom
  - learn how to hold a writing tool
  - use known letters to express themselves
  - ‘read’ their writing or explain their picture
  - dictate something for an adult to write down
  - write for many reasons
  - make signs
  - label drawings
  - scribble or draw name
  - recognize print
  - make letter forms
  - write strings of letters
  - begin to incorporate whole letter names
  - experiment with different combinations of letters
  - write a few familiar words correctly

• **Oral Language** *(English/Language Arts Foundation 6)*
  - ask why, who, what, when, where, and how.
  - understand and follow one-step directions
  - try five to ten new words a day
  - express their opinion
  - use the concepts of size, quantity, speed, and time
  - see the relationships between objects
  - understand cause and effect
  - make predictions
  - express feelings
  - use connecting words
  - use nonsense words, rhymes, and phrases
  - notice when familiar words do not sound right
  - resolve conflicts using language
  - learn rules of speaking
  - repeat, revise, and improve what they said
• **MATHEMATICS INDIANA FOUNDATIONS**

• **Number Sense** (*Mathematics Indiana Foundation 1*)
  - use the names of numbers
  - understand that numbers always represent the same amount
  - use concepts of first and last
  - count series of objects and tell the number
  - understand quantity
  - progress from invention to accurate counting and recognizing and matching number symbols with the appropriate amounts
  - use numbers to predict and make realistic guesses

• **Computation** (*Mathematics Indiana Foundation 2*)
  - one-to-one correspondence
  - understand same, equal, one more, or less than
  - explore currency and coins
  - count on fingers
  - sort, organize, and compare objects
  - model addition and subtraction of objects
  - seek help for problem solving

• **Algebra and Functions** (*Mathematics Indiana Foundation 3*)
  - reproduce patterns of sound, movement, and objects
  - recognize patterns
  - predict what comes next in simple patterns
  - explore shape, color, size, or function
  - describe sequence
  - recognize charts and graphs as a way to collect, organize, record and describe information
  - understand and explain a graph

• **Geometry** (*Mathematics Indiana Foundation 4*)
  - see space and size relationships
  - recognize, describe, and name shapes
  - use and understand words that tell where things are in space
  - explore geometric shapes and recognize them in the environment
  - notice differences
  - build maps using blocks, boxes and other materials

• **Measurement** (*Mathematics Indiana Foundation 5*)
  - estimate quantity, distance, weight, and length
  - use familiar objects to measure
  - use appropriate words to describe activity
  - show awareness of conventional measurement tools
  - realize some activities take longer than others

• **Problem solving** (*Mathematics Indiana Foundation 6*)
  - group objects
  - represent data in various ways
  - interpret graph
  - develop and use approaches to problem solving
  - look for and give clues
- make predictions
- describe similarities and differences
- explain how groups are made
- make guesses
- play with computational tools
- explore whole and parts
• **SCIENCE INDIANA FOUNDATIONS**

  • **Nature of Science (Science Indiana Foundation 1)**
    o ask questions and describe information
    o observe and describe properties of objects
    o use the five senses to investigate
    o use “scientific tools”
    o participate in science experiments

  • **Scientific Thinking (Science Indiana Foundation 2)**
    o manipulate objects and tell what is observed
    o classify objects
    o apply previously learned information
    o show curiosity and interest in number related activities
    o use familiar materials to measure
    o observe shapes
    o recognize every this has a shape
    o recognize, copy, extend and create patterns with objects and in drawings

  • **Environments (Science Indiana Foundation 3)**
    o investigate and talk about the characteristics of matter
    o explore simple machines
    o investigate physical surroundings
    o gain sense of forces of nature
    o understand that not all environments are the same
    o understand the environment expands past the earth and ask questions about sun, stars, and clouds
    o be aware that the physical environment affects the living environment
    o observe and explore plants and animals
    o take care of plants and animals
    o identify plants and animals
    o identify non-living things

  • **Communication (Science Indiana Foundation 4)**
    o use vocabulary that shows understanding of scientific principles
    o identify attributes for comparisons
    o classify objects and share their thinking
    o use charts, drawings and graphs to share findings with others
    o use findings to create self-published books
    o draw pictures of findings
• **SOCIAL STUDIES INDIANA FOUNDATIONS**

• **History** *(Social Studies Indiana Foundation 1)*
  - understand sequence
  - connect past and present experiences
  - sense of time
  - use sequence terms
  - describe daily routine
  - retell story in order
  - distinguish past, present, and future
  - verbalize days of week and months
  - gauge time using own vocabulary
  - recall information from immediate past

• **Civics and Government** *(Social Studies Indiana Foundation 2)*
  - understand responsibility
  - follow directions
  - handle basic responsibilities related to daily needs
  - respond to options rather than commands
  - recognize and talk about importance of rules
  - understand consequences
  - set own consequences
  - recognize different rules in different places
  - show self-control
  - share, compromise, and take turns, by age four
  - control intense feelings
  - recognize U.S. and state flags
  - learn name of President and his/her role

• **Geography** *(Social Studies Indiana Foundation 3)*
  - name body parts
  - move in directions on command
  - identify and locate familiar places
  - recognize street signs and house numbers
  - name rooms in house
  - pretend blocks are buildings
  - use a simple map
  - make roads
  - describe surfaces
  - identify natural features
  - learn name of city or town
  - give information of where they live
  - be aware of community symbols
  - determine what clothing to wear based on weather
  - identify seasons based on temperature
  - recognize people live in different types of homes
  - recognize people live in different places for different reasons
  - pretend to take care of doll
  - dramatic play house
- discuss members of family and their roles
- draw pictures of family
- talk about how he/she is the same and different from others
- clean up after activity
- help with routines
- recycle

- **Economics** *(Social Studies Indiana Foundation 4)*
  - play store or restaurant with money, credit cards, and phones
  - role play occupations
  - talk about what they want to be when they grow up
  - recognize you need money to buy things
  - recognize you must work to get money
  - save money

- **Individuals, Society, and Culture** *(Social Studies Indiana Foundation 5)*
  - recognize differences between people of different cultures, backgrounds, and abilities
  - recognize gender differences
  - ask about physical differences
  - look at people’s skin
  - notice some people speak differently than others
  - realize different families live in different houses
  - think about how grandparents look different from children
  - realize that other children are more alike than different
  - use interpersonal skills of sharing and taking turns
• **PHYSICAL EDUCATION/HEALTH FOUNDATIONS**
  
  • **Gross and Fine Motor Skills** (*Physical Education/Health Foundation 1*)
    o march, walk, run, hop, kick, crawl, jump, slide, stretch, climb, etc
    o stand on one foot, walk up and down steps, somersaults, log rolls, balance beam etc
    o throw/catch ball
    o striking, swinging, and pulling
    o march or dance to music
  
  • **Movement Concepts** (*Physical Education/Health Foundation 2*)
    o move over, under, beside, and through objects
    o follow rules for games and activities
    o integrate educational concepts in games
    o recognize and solve problems
  
  • **Enjoyment of Motor and sensory Experiences** (*Physical Education/Health Foundation 3*)
    o self-confidence
    o express positive and negative feelings
    o participate in activities
    o attempt new activities
    o repetitive practice
  
  • **Personal Health and Safety** (*Physical Education/Health Foundation 4*)
    o participate in exercise
    o show independence in hygiene, nutrition, and personal care
      - eating
      - dressing
      - washing hands
      - brushing teeth
      - toileting
    o build an awareness for safety rules
      - fire
      - traffic
    o respond to harmful object appropriately
  
  • **Respect for Differences** (*Physical Education/Health Foundation 5*)
    o take turns
    o help others
    o work as team
    o play cooperatively
    o treat others with respect
    o resolve conflicts appropriately
• **MUSIC INDIANA FOUNDATIONS**

• **Music Appreciation (Music Foundation 1)**
  - smile and laugh when music is played
  - verbalize enjoyment
  - sing along
  - request songs
  - clap to rhythm
  - dance to music
  - respond to transitions that are paired with music

• **Participation/Exploration/Production (Music Foundation 2)**
  - hum or sing
  - produce rhythmic patterns
  - create finger play to song
  - create sounds by striking materials

• **Analysis (Music Foundation 3)**
  - play instruments
  - change movements based on tempo and dynamics of music
  - change vocalizations based on tempo and dynamics of music
  - distinguish between sounds of instruments
• VISUAL ARTS INDIANA FOUNDATION

• Art Appreciation (Visual Arts Foundation 1)
  o imitate cultures through art
  o create meaning and make sense of world
  o understand differences and preferences of art
  o describe art and interpret intentions of the artist
  o express feelings about the artwork
  o wonder about art
  o respond to others artwork
  o role play events and characters in media

• Creating Art (Visual Arts Foundation 2)
  o dramatic play
  o storytelling, puppetry, and other language development activities
  o dance
  o select different art media to express emotions or feelings
  o use art media to channel feelings
  o assert individuality
  o use different colors, textures, and shapes
  o use objects as symbol for other things
  o watch an activity before entering into it
  o make people, shapes, lines and colors

• Careers and Community (Visual Arts Foundation 3)
  o talk about different professions
  o mimic art form other artists
  o recognize people in the community who are artists
  o enjoy and respect art work of others
  o visit and discuss works of art at various locations
  o show interest in others art
  o make and recognize patterns
  o observe art in nature walk
  o sort by texture, color, and shape
  o measure ingredients for various recipes
  o use objects in nature for art
• **Required Units/Themes**
  o All about me
  o Families (member roles)
  o Homes
  o Body Parts
  o Animals
  o Plants/Nature
  o Bugs
  o Seasons (during season)
  o Grocery Store
  o Teachers are encouraged to create their own themes as they fit into the classroom culture and children’s interests.
  o Senses, manners, safety, weather, nutrition and hygiene should be integrated throughout.
  o Every theme should include colors, number, letters, and shapes.

**Sample Schedule**

- 6:00-9:00 Children arrive
  o Meet and Greet
  o Put personal items in cubbies
  o Play
- 6:30-7:00 Breakfast/Free Time
- 7:00-7:15 Sing songs with instruments
- 7:15-9:00 Play/Centers
- 9:00-9:15 Circle time
  o Sing good morning song
  o Discuss the weather
- 9:15-9:45 Snack/Free Time
- 9:45-10:45 Indoor Gross Motor Activities (Gym)
- 10:45-11:00 Read Story/Rest
- 11:00-11:30 Lunch
- 11:30-1:30 Nap
- 1:30-1:45 Circle Time
  o Story
  o Finger play
- 1:45-2:30 Outdoor Play
- 2:30-3:00 Snack/Free Time
- 3:00-4:30 Play/Centers
- 4:30-5:00 Dinner
- 5:00-6:00 Play/Centers
• Learning/Play Materials and Equipment
  o Equipment, materials, and furnishings will be provided for both indoor and outdoor play. The materials and equipment will be developmentally appropriate (DayCare.com).
  o Equipment, materials and furnishings will be sturdy and safe, easy to clean, and free from hazards to the life or health of the children (DayCare.com).
  o The center will have safe, non-toxic play materials and equipment from each of these categories:
    ▪ art supplies;
    ▪ blocks and accessories;
    ▪ books;
    ▪ fine motor or manipulative toys;
    ▪ gross motor or large muscle equipment;
    ▪ housekeeping equipment;
    ▪ musical instruments and equipment; and
    ▪ science materials or pets (DayCare.com).

• Children with Special Needs
  o In the case of special needs children, the appropriate professional will be consulted in order to meet the individual needs of each child. Additional staff and equipment will also be available for the needs of the child (DayCare.com).

• Rest and Nap Time
  o Supervised rest times shall be provided before lunch and as needed (DayCare.com).
  o A supervised nap period will be provided after lunch (DayCare.com).
  o A floor cot should be provided for each preschool child (DayCare.com).
  o Each child will be provided a blanket (DayCare.com).
  o When they are not in use the cots should be stored in a clean, dry place (DayCare.com).
  o Non-nappers will be taken to the indoor play area (gym).
Discipline and Guidance Policy

Observe

- Observe the child’s behavior (Marion 361)
- Determine the context of the behavior such as age, family, activity, materials, and environment (Marion 361)
- Decide if the child or the teacher should solve the problem (Marion 361)

Decide on a Strategy (Marion 361)
Based on the observations and context (Marion 361)

- Change practices (Marion 361)
  - Restate limits (Marion 361)
- Change the context (Marion 361)
  - Classroom environment (Marion 361)
  - Schedule (Marion 361)
  - Materials (Marion 361)
  - Organization (Marion 361)
  - Activities (Marion 361)
- Choose a guidance strategy (Marion 361)
  - Engage in social problem solving (Dinwiddie)
    - If the child can solve the problem (Dinwiddie)
    - If children’s feelings and needs need to be discussed (Dinwiddie)
  - Offer choices (Dinwiddie)
    - If children need modeling in this skill area (Dinwiddie)
  - Redirect (Dinwiddie)
    - If child cannot solve the problem on his/her own (Dinwiddie)
  - Time out (Dinwiddie)
    - If the child is out of control (Dinwiddie)
    - Let child determine where time out should take place (Dinwiddie)
  - Ignore the situation (Dinwiddie)
    - If the child if just trying to get attention (Dinwiddie)
    - If negotiation is equal (Dinwiddie)
    - If no one is getting hurt physically or emotionally (Dinwiddie)

Take Action (Marion 361)
Carry out the chosen practice change, contextual change or guidance strategy. (Marion 361)

Reflect (Marion 361)
Did the changes or strategy work well? Is there more that needs to be done to solve the problem? Go through the decision making model again to adjust the approach. (Marion 361)

STRATEGIES
Classroom rules
Children may carry out a decision if the answer is “yes” to these questions:
• Is it safe for me physically and emotionally?
• Is it safe for the others in my classroom physically and emotionally?
• Is it safe for my school?
Guidance is necessary if child makes a “mistake.”

Environment as a guidance factor
• Arrange room for independent use by the children
• Provide enough materials
• Provide choices for varied interests and developmental levels
• Provide alternate activities for children who are waiting

Schedule as a guidance factor
• Set up a routine
  o Predictability creates a safe environment for children
• Don’t spend too little time on an activity
  o Creates frustration
• Don’t spend too much time on an activity
  o Creates restlessness and distractibility

Children “off-task”
• Give child positive directions of what they can do, not what they cannot
• Repeat directions
• Find activity that is developmentally appropriate

Children in conflicted situations
• Repeat classroom rules
• Observe classroom environment
• Redirect
  o Groundwork for social problem solving strategy
• Engage in social problem solving
  o Child learns to discuss feelings and needs
  o Child learns to create alternate solutions to problems
• Offer choices
  o Promotes self-esteem, self-control, and reduces power struggles

Children exhibiting aggressive behaviors
• Repeat classroom rules
• Engage in social problem solving
  o Child learns to discuss feelings and needs
• Self-directed timeout
  o Teaches child they must have self-control in order to be with the group safely.

Children who express defiant behavior
• Repeat classroom rules
  o Facilitate children’s self control
- Validate feelings
- Let child define problem
- Ask for solutions
- Offer solutions
- Follow through

Children who are unkind to fellow classmates
  - Repeat classroom rules
  - Engage in social problem solving
    - Child learns to discuss feelings and needs
Key
One square equals 10 ft

- Two-year-old classroom
- Three-year-old classroom
- Gym
- Kitchen
- Kid's Kitchen
- Office
- Lounge
- Maintenance
- Laundry
- Resource Room
- Conference Room
- Bathrooms

- Four-year-old classroom
- Five-year-old classroom
Works Cited


