

Standard 1: NAEYC Accreditation Criteria for Relationships

Program Standard: The program promotes positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as part of a community and to foster each child's ability to contribute as a responsible community member.

Rationale: Positive relationships are essential for the development of personal responsibility, capacity for self-regulation, for constructive interactions with others, and for fostering academic functioning and mastery. Warm, sensitive, and responsive interactions help children develop a secure, positive sense of self and encourage them to respect and cooperate with others. Positive relationships also help children gain the benefits of instructional experiences and resources. Children who see themselves as highly valued are more likely to feel secure, thrive physically, get along with others, learn well, and feel part of a community.

1.A. Building Positive Relationships among Teachers and Families

1.A.01 U I T P K
Teachers work in partnership with families, establishing and maintaining regular, ongoing, two-way communication.

1.A.02 U I T P K
Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.

1.A.03 U I T P K
Teachers communicate with family members on an ongoing basis to learn about children's individual needs and ensure a smooth transition between home and program.

1.A.04 U I T P K
Teachers are sensitive to family concerns and reassure family members who are concerned about leaving children in non-family care.

1.A.05 U I T P K
Teachers share information with families about classroom rules, expectations, and routines not only at enrollment but also as needed throughout the year.

1.B. Building Positive Relationships between Teachers and Children

1.B.01 U I T P K
Teaching staff foster children's emotional well-being by demonstrating respect for children and creating a positive emotional climate as reflected in behaviors such as frequent social conversations, joint laughter, and affection.

1.B.02 U I T P K
Teaching staff express warmth through behaviors such as physical affection, eye contact, tone of voice, and smiles.

1.B.03 U I T P K
Teaching staff are consistent and predictable in their physical and emotional care of all children.

1.B.04 U I T P K
Teaching staff encourage and recognize children's work and accomplishments.

1.B.05 U I T P K
Teaching staff function as secure bases for children. They respond promptly in developmentally appropriate ways to children's positive initiations, negative emotions, and feelings of hurt and fear by providing comfort, support, and assistance.

1.B.06 U I T P K
Teaching staff encourage children's appropriate expression of emotions, both positive (e.g., joy, pleasure, excitement) and negative (e.g., anger, frustration, sadness).

1.B.07 U I T P K
Teaching staff evaluate and change their responses based on individual needs. Teaching staff vary their interactions to be sensitive and responsive to differing abilities, temperaments, activity levels, and cognitive and social development.

1.B.08 U I T P K
Teaching staff support children's competent and self-reliant exploration and use of classroom materials.

1.B.09 U I T P K
Teaching staff never use physical punishment such as shaking or hitting and do not engage in psychological abuse or coercion.

1.B.10 U I T P K
Teaching staff never use threats or derogatory remarks and neither withhold nor threaten to withhold food as a form of discipline.

1.B.11 I
Teaching staff engage infants in frequent face-to-face social interactions each day. These include both verbal behaviors (e.g., talking, cooing, repeating infant sounds, singing) and nonverbal behaviors (e.g., smiling, touching, holding).

1.B.12 I
Teaching staff give one-to-one attention to infants when engaging in caregiving routines.

1.B.13 I T
Teaching staff adjust their interactions to infants' and toddlers'/twos' various states and levels of arousal.

1.B.14 I T
Teaching staff quickly respond to infants' and toddlers'/twos' cries or other signs of distress by providing physical comfort and needed care. Teaching staff are sensitive to infants' and toddlers'/twos' various signals and learn to read their individual cries.

1.B.15 T P K
Teaching staff talk frequently with children and listen to children with attention and respect. They

- respond to children's questions and requests.
- use strategies to communicate effectively and build relationships with every child.
- engage regularly in meaningful and extended conversations with each child.

1.C. Helping Children Make Friends

1.C.01 I
Teaching staff facilitate an infant's social interaction when he or she is interested in looking at, touching, or vocalizing to others.

1.C.02 T P K
Teaching staff support children's development of friendships and provide opportunities for children to play with and learn from each other.

1.C.03 T P K
Teaching staff support children as they practice social skills and build friendships by helping them enter into, sustain, and enhance play.

1.C.04 T P K
Teaching staff assist children in resolving conflicts by helping them identify feelings, describe problems, and try alternative solutions.

1.C.05 T P K
Teaching staff guide children who bully, isolate, or hurt other children to learn and follow the rules of the classroom.

1.C.06 T P K
Teaching staff facilitate positive peer interaction for children who are socially reserved or withdrawn and for those who are bullied or excluded.

1.D. Creating a Predictable, Consistent, and Harmonious Classroom

1.D.01 U I T P K

Teaching staff counter potential bias and discrimination by

- treating all children with equal respect and consideration.
- initiating activities and discussions that build positive self-identity and teach the valuing of differences.
- intervening when children tease or reject others.
- providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations.
- avoiding stereotypes in language references.

1.D.02 T P K

Teachers provide children opportunities to develop the classroom community through participation in decision making about classroom rules, plans, and activities.

1.D.03 T P K

Teaching staff anticipate and take steps to prevent potential behavior problems.

1.D.04 T P K

Teachers help children talk about their own and others' emotions. They provide opportunities for children to explore a wide range of feelings and the different ways that those feelings can be expressed.

1.D.05 T P K

Teaching staff promote pro-social behavior by interacting in a respectful manner with all staff and children. They

- model turn taking and sharing as well as caring behaviors.
- help children negotiate their interactions with one another and with shared materials.
- engage children in the care of their classroom.
- ensure that each child has an opportunity to contribute to the group.
- encourage children to listen to one another.
- encourage and help children to provide comfort when others are sad or distressed.
- use narration and description of ongoing interactions to identify pro-social behaviors.

1.E. Addressing Challenging Behaviors

1.E.01 T P K

For children with persistent, serious, challenging behavior, teachers, families, and other professionals work as a team to develop and implement an individualized plan that supports the child's inclusion and success.

1.E.02 T P K

Teachers observe children who have challenging behavior. They identify events, activities, interactions, and other contextual factors that predict challenging behavior and may contribute to the child's use of challenging behavior.

1.E.03 T P K

Rather than focus solely on reducing the challenging behavior, teachers focus on o teaching the child social, communication, and emotional regulation skills and o using environmental modifications, activity modifications, adult or peer support, and other teaching strategies to support the child's appropriate behavior.

1.E.04 T P K

Teaching staff respond to a child's challenging behavior, including physical aggression, in a manner that

- provides for the safety of the child.
- provides for the safety of others in the classroom.
- is calm.
- is respectful to the child.
- provides the child with information on acceptable behavior.

1.F. Promoting Self-Regulation

1.F.01

T P K

Teaching staff actively teach children social, communication, and emotional regulation skills.

1.F.02

T P K

Teaching staff help children manage their behavior by guiding and supporting children to

- persist when frustrated.
- play cooperatively with other children.
- use language to communicate needs.
- learn turn taking.
- gain control of physical impulses.
- express negative emotions in ways that do not harm others or themselves.
- use problem-solving techniques.
- learn about self and others.