



Glossary of Terms

Accreditation Standards

- Accessible**.....D11, D12, D13, D14, D16, F3
Materials are within reach of the children in order that children can use them independent of teacher assistance. (Also see *Available*.)
- Accommodations**.....D4
Modifications/changes made to meet the needs of a child or group of children. Reasonable accommodations are those modifications/changes that will not hinder provision of quality care to the entire group.
- Aesthetic sensibility**.....D16
Appreciation for and enjoyment of artistic and creative expression. Typically, this includes music, visual arts, drama, and dance.
- Assessment**D3
A summary of a child’s progress and achievements. Checklists and assessment tools that incorporate all developmental areas can be purchased or created by the program to assist with assessment. Individually administered measurements are to be limited and evaluations that require children to be removed from the classroom setting are not acceptable in meeting this standard.

Because school-age children are thoroughly assessed in their formal school setting, assessment of these children in an after school or summer setting should be based on the goals set by the program for these children. That may be good work habits, social and problem solving skills, leadership, empathy for others, and/or other values. School-age assessments can be created by the program.

Assessment of preschoolers and school-age children serves the same purpose: to identify effectiveness in meeting classroom/program goals, a guide for planning future activities and communicating with parents.
- ASTM F1292 Standards** C16
ASTM F1292 Standards approximate the “critical height” rating below which a life-threatening head injury would not be expected to occur in the event of a child falling from playground equipment onto the surface. Manufacturers and installers of playground rubber or rubber-like protective surfacing should provide the critical height rating of their materials verifying that they meet ASTM F1292 Standards.
- Autonomy**E5
The development of independence and self-sufficiency.
- Available**..... D12, D16, F3
Materials not openly accessible on shelves for children’s independent selection and use due to the need for teacher supervision, but which are routinely used with the children. (Also see *Accessible*.)
- CDA Credential**..... A9
The Child Development Associate Credential is awarded to individuals who successfully complete the CDA assessment process. www.cdacouncil.org.
- CEU**..... A8
Continuing Education Unit. 10 clock hours of training = 1 CEU.
- Child abuse and neglect training** C9
Specific training for educators on recognizing signs and symptoms of child abuse and neglect and on their responsibility for reporting. The director or another trained staff person can conduct this training if they have been trained by recognized experts in this area, i.e., licensing department, child and family services department or other authorities such as the National Institute of Crime Prevention. Training should include state specific reporting procedures.

Child care health consultant	C14
A child care health consultant (CCHC) is a specially trained health or early childhood professional who provides consultation to early care and education programs. They are knowledgeable about child health, child development, and health and safety in early care and education settings. Resources for locating a CCHC in your area may include your local Child Care Resource and Referral Agency (CCR&R), your local Department of Public Health, local pediatricians, the local chapter of the American Academy of Pediatrics, or the Healthy Child Care Consultant Network Support Center (NSC).	
Child-initiated	D6, D16
Play, activities, and/or ideas originated by children as they interact with the materials, props, and supplies provided by teachers.	
Clean	F2
To physically remove all dirt and other organic contamination by washing with soap/detergent and water solution and rinsing with water. Guidelines for cleaning can be obtained from local health authorities or found in Chapter 3.3 and Appendix K in <i>Caring for our children: National health and safety performance standards; Guidelines for early care and education programs</i> at http://nrckids.org/CFOC3/PDFVersion/list.html .	
Commitments	E1
Promises, understandings or agreements that teachers make with children during the course of the day. Examples include "You will get to have a turn after ...", "We will read the book again tomorrow." "I will bring the cars from the resource room after nap."	
Competition	E3
A result that leads one child or group of children to receive significant benefits over another child or group, i.e., activities in which children are encouraged to "win" resulting in some children "losing".	
CPR (infant/child)	C7
Cardio Pulmonary Resuscitation for infants and children under the age of twelve. Staff must be trained by a nationally recognized authority. These include but are not limited to: the American Red Cross, American Heart Association, and National Safety Council. Other authorities should be nationally accredited, GSA approved or U.S. Department of Health and Human Services approved.	
CPSC safety guidelines	C16
The US Consumer Product Safety Commission has established guidelines for playground safety. The guidelines and a general maintenance checklist can be found in the publication, <i>Public Playground Safety Handbook</i> . Visit www.cpsc.gov and look for CPSC publications.	
Cribs	F5
By December 28, 2012, all cribs must meet improved federal safety standards mandated by the Consumer Product Safety Commission. For details, visit www.cpsc.gov .	
Developmental norms and expectations	D3
Standards by which a child's development can be measured. These are usually based on predictable age-related behaviors.	
Dictate	D12
A child speaks and observes his words being written down.	

Disinfect	F3
To destroy or inactivate most germs on non-porous surfaces such as diaper changing tables, countertops, door and cabinet handles, hand washing sinks, toilets and other bathroom surfaces. A disinfectant is effective only if organic matter has been first cleaned from the surface/object with a soap/detergent and water solution and rinsed with water. For specific guidelines contact local health authorities or review Appendices J and K in <i>Caring for our children: National health and safety performance standards; Guidelines for early care and education programs</i> at http://nrckids.org/CFOC3/PDFVersion/list.html .	
Diversity	D15
Differences between ourselves and others. Differences may be in gender, age, religion, family structure, traditions, ethnicity, body shape, hair and eye color, language, ideas, preferences, etc.	
Educational purpose	D20
Technology is used selectively to foster greater insight/understanding of age-appropriate concepts.	
Emergency communication	C19
Method of communication that will be used during emergencies if the normal system is not in service. Examples include two-way radio or cell phone use if land lines become disconnected (Also see <i>Emergency preparedness plan</i> .)	
Emergency lighting	C19
Type of lighting/light source that will be used during emergencies if the normal methods are no longer in service. Examples include battery back-up lighting or flashlights in case of a power outage. (Also see <i>Emergency preparedness plan</i> .)	
Emergency preparedness plan	A6, B2, C19
A plan for what will happen at the center if something unforeseen occurs (i.e., bomb threat, tornado warning, escaped prisoner, gas leak, etc.). It includes steps to be taken for emergencies where children and staff remain in the building, as well as those emergencies when evacuation of the building must occur. The National Child Care Information and Technical Assistance Center (NCCIC), a service of the Child Care Bureau, has developed resources to assist in planning for emergencies. www.nccic.org . The National Association of Child Care Resource and Referral Agencies (NACCRRA) has prepared training materials, including <i>Disaster Preparation: A Training for Child Care Centers</i> . www.naccrra.org/disaster .	
Entrapments	C16
Openings that could trap a body or part of a body and projections that could catch clothing, thus preventing withdrawal and possibly resulting in strangulation and death. Entrapment while in forced movement—child is not in control (for example, coming down a slide or fire pole) can cause unexpected or abrupt stopping, leading to severe injury. See US Consumer Products Safety Commission for their <i>Public Playground Safety Handbook</i> . Visit www.cpsc.gov and look for CPSC publications.	
Evaluation (job performance)	A11
An assessment of an employee's adherence to specific performance standards that have been identified by the program, including both classroom criteria and program related competencies. Also referred to as performance appraisals, staff evaluations, or staff reviews.	
Evaluation (program)	A16, B11
A review to determine how the program is doing in meeting the needs of the individuals served. Evaluations assist in identifying the program's strengths and weaknesses. Program evaluations are used to determine future programmatic objectives and participants should be notified of the results. Evaluations should be distributed to all, be anonymous, and be conducted one or more times per year. Possible program evaluations are the National Accreditation Commission survey (staff and parents), PAS (administrators), ECERS, ITERS (staff), or internal assessments developed by staff and administration.	
Evaluation (self)	A11
A review of one's own job performance. The purpose is to identify areas believed to be strengths, areas in which support is desired, and areas in which one wishes to gain greater knowledge.	

Eye-hand coordination	D18
The ability to use vision to direct the hands to a specific location. This skill is necessary for tasks such as picking up toys, catching a ball, writing, etc.	
Fall zones	C16
Fall zones include the area under and around a piece of equipment onto which a child falling from or exiting from the equipment would be expected to land. In general, the fall zone areas should extend a minimum of six feet in all directions from the edge of stationary playground equipment. (Also see <i>CPSC Guidelines</i> .)	
First aid (pediatric)	C7
Training on emergency care and treatment of an injured infant or child Including rescue breathing and first aid for choking before medical and surgical treatment can be secured. Staff must receive training from a nationally recognized or certified authority. Authorities include but are not limited to: American Red Cross, the American Heart Association or the National Safety Council for First Aid Training Institute.	
First aid kit (state-approved)	C19
Supplies required by the state licensing office to be on site for use in response to injuries sustained by children or adults. Check with your local licensing department for specific requirements. A program must have a minimum of one complete state-approved first aid kit. It should be stored in a central location in the facility readily available to staff but inaccessible to children.	
First aid supplies (classroom)	F1
Basic supplies must be available in the classrooms for immediate use in response to injuries. This includes items required in following Standard Precautions such as soap and water, disposable gloves, adhesive strip bandages in various sizes, gauze and cold packs.	
Goals (children)	D1, D9
The purposes for having children engage in an activity/learning experience. It is the knowledge, skill, or understanding that children will acquire through the planned experience. Goals for the routines and experiences of infants and toddlers are individualized and relate to approaching developmental milestones.	
Goals (program)	A1, A15, B2
Statements of desired outcomes for children and families that reflect the program’s philosophy and mission statement. Goals can describe general program outcomes as well as goals for specific components of child growth and development and/or family support.	
Group	C25
Children assigned to identified teacher(s) in a designated space with well-defined barriers. This may be a classroom or a space within a large room that is separated by half walls or similar barriers that prevent intermingling of children. Group does NOT refer to a smaller breakdown of units within the space, such as the assignment of caregivers to a small set of children.	
Hand washing (appropriate times)	F4
Recommendations of the American Academy of Pediatrics:	
All staff, volunteers, and children are to wash their hands at the following times:	
<ul style="list-style-type: none"> • Upon arrival for the day or when moving from one child care group to another • Before and after: <ul style="list-style-type: none"> ◦ Eating, handling food, or feeding a child ◦ Giving medication ◦ Playing in water that is used by more than one person • After: <ul style="list-style-type: none"> ◦ Diapering ◦ Using the toilet or helping a child use a toilet ◦ Handling bodily fluid (mucus, blood, vomit), from sneezing, wiping and blowing noses from mouths, or from sores 	

- Playing in sandboxes
- Messy play activities
- Handling pets and other animals
- Cleaning or handling the garbage

Hands-on experiencesD13

Opportunities to actively explore and interact with materials. Such activities allow children to think about, act upon, problem-solve, and form concepts that otherwise are too abstract.

Health appraisal C6

The health appraisal is conducted and signed by a qualified health care professional such as a licensed physician, registered nurse practitioner, or physician assistant.

Hypothesis/predictionD14

A tentative opinion or a suggested explanation about what the outcome will be. Examples of questions that help children learn to predict and hypothesize are “What will happen when...?” “How will you know...?” “What if...?”

Lesson plan D1

An intentional map, prepared by the teachers, to guide implementation of the curriculum. Lesson plans are organized outlines of children’s activities and learning experiences.

Lesson plan evaluation D1

A reflection on the effectiveness of the lesson plan. Evaluations are made by the teachers who consider the effectiveness of planned activities in meeting stated goals. The format for evaluations is not rigid but must be written and show evidence of thoughtful contemplation. Notes of what worked, what didn’t work, and modifications to make before using the activity/experience again may be written out on the back of the lesson plan or a coding system may be developed that provides helpful information for future planning.

Logical consequencesE4

Helping children understand the connection between their actions and the results of their inappropriate behavior. Logical consequences place the responsibility for the outcome on the child rather than being imposed by an adult. They are stated in a respectful, non-accusatory manner to encourage the child in learning the appropriate/desired behavior. Examples of logical consequences are: a child will not stop throwing play dough and must leave the art table and find a different activity, a child who paints on the table is responsible to clean up the paint (with help as needed), a child who repeatedly throws sand in the sandbox loses the privilege of playing there until he stops throwing sand.

ManipulativesD18

Materials/tools that require use of hand and finger muscles while children think about and work to achieve completion of the challenge posed by the objects.

Math conceptsD13

Understandings about basic math ideas that develop over time as the child experiences hands-on activities and first-hand experiences with number, pattern, shape, spatial relationships, measurement, classification, and comparison, including the vocabulary that describes them such as big, small, under, more, the same as, circle, repeated.

Media relationsC19

Decisions regarding response to the news media must be made prior to the occurrence of an emergency or accusation that may affect the program. Written policies should be in place that prohibit staff from speaking on behalf of the program and that designate an official spokesman for the program in the event the media needs to be addressed.

Medication C10

Any medication, either prescription or over-the-counter, including medication for severe allergic reactions, diaper cream, antibiotic ointment, sunscreen lotion, and insect repellent.

If a medication is needed for a life-threatening condition such as severe allergic reaction (Ex. EpiPen), and the parent provides a doctor's order that it be readily available for use with the child at all times, it can be carried on the teacher's person in a closed container such as a fanny pack or pouch. This will be considered locked and inaccessible. If removed from the teacher's person, the medication is immediately returned to a locked container, inaccessible to children.

Mission statement A1

A short written statement that describes what the organization is, who it serves, why it exists, that defines program operations and the services provided.

Modifications D4

Changes made so that each child is able to participate successfully in the classroom/program. Reasonable modifications are those that that will not obstruct provision of quality care to the remaining children.

Motor skills (fine) D18

The ability of the small muscles of the fingers and hands to manipulate small objects. Refinement of the fine motor muscles is necessary for tasks such as buttoning, drawing, and writing.

Motor skills (gross) D17

The ability of large trunk, arm, and leg muscles to manage body control. Exercise of the large muscles is necessary for success in activities such as crawling, running, catching balls.

Non-discrimination laws A2

Prohibition of prejudice in respect to conditions of employment, enrollment, or termination on the basis of race, color, creed, religion, gender, national origin, age, pregnancy, disability, or veteran status. Selected states include additional areas of protection, such as sexual orientation, gender identity, and marital status. Administrators must be aware of and follow all non-discrimination laws. Check with local legal counsel to be sure you are in compliance with all federal, state, and local non-discrimination laws.

Non-fiction D14

Books that are factual and can be used as reference.

Observation D2

Watching individual children to obtain information about their capabilities, interests, behavior and ways of learning.

Observation documentation D2, D3

Short, narrative notes made at the time of or shortly after an observation that accurately describe a particular event that has been observed. There is to be no analysis of intent; only a factual report of actions and words. Written notes can be made on 3"x5" cards, on sticky notes, on notepads, or in spiral notebooks. Notes should be collected in the child's confidential file. To be most useful, each recorded observation should contain the name of the child being observed, the place, date, and time of observation as well as the observer's name.

Multiple recorded observations that have been collected over time will give evidence of the child's progress and/or reveal a pattern. Information obtained from written observations is to be used as part of the evidence for assessments. Unbiased recordings of observations allow parents to get a realistic picture of their child at school.

Open-ended art materials D16

Supplies that can be used in a variety of ways. Children are allowed to be creative, explore, build on what they know, and express ideas and feelings by using materials in a way that is meaningful to them.

Open-ended questions and statements	D10
Words spoken by the teacher that encourage children to think about, experiment with, and express possible answers. Open-ended questions/statements do not require a “right” answer nor have a predetermined answer. Such questions/statements elicit more than a “yes” or “no” response. (Ex. “tell me what you know about that...”; “How will the butterfly get out of the cocoon?”; and “What can you do to let Sadie know you want to play?”)	
Operating procedures	A6
A written document that tells employees how their work is to be done. Procedures provide employees with information that help them be successful in their work.	
Organic matter	F2
Materials either of plant or animal origin. Dirt, food, bodily fluids, and any other plant or animal product must be thoroughly removed from tables, changing tables, counters, and floors.	
Orientation plan (parents)	B1
A written plan for familiarizing parents with the program and introducing children into the classroom. Such a plan ensures that each family receives the same information and opportunities.	
Orientation plan (staff)	A4
An organized system to ensure that each new staff member has the basic information about the program, job responsibilities, and program expectations.	
Parasites	C5
A living organism that thrives on or in the human body such as fleas, ticks, head lice, mites, pinworms.	
Parent-teacher conferences	B7
Formal conferences offered to parents to discuss the child’s development and overall progress. Programs should take the parent’s work schedule into consideration in setting up conference times. Documentation should be made and kept in the child’s file if a parent declines a conference.	
Performance standards	A11
Expectations of the employer as outlined in the employee’s job description and other documents and documented in the employee’s file. Criteria should include classroom competencies for those working with children and reflect the unique values, culture and goals of the program.	
Philosophy	A1, B2
A description of the program’s views on basic issues in education, beliefs about how young children learn, and the value the program places in the roles of parents and teachers. The philosophy guides overall program goals.	
Phonological awareness	D11
The ability to hear, identify, and manipulate speech sounds in spoken language. Elements include rhythm, alliteration (letter sound repetition), rhyme, syllables (segmentation and blending), onset and rime, and phonemes (the simplest unit of sound, such as the /b/ in ball).	
Playground safety inspection (comprehensive)	C16
Evaluation of playground spaces to verify that all safety criteria are met. The inspection can be conducted by the program itself or a professional evaluator can be hired to do the inspection. A suggested General Maintenance Checklist can be found in Appendix A of the <i>Public Playground Safety Handbook</i> , published by Consumer Products Safety Commission staff. Visit www.cpsc.gov and look for CPSC publications.	

Playground safety inspection (daily)	C16
Monitoring of playground spaces and equipment on a daily basis to remove, correct, or make repairs to prevent injuries. A list of Routine Inspection and Maintenance Issues can be found on page 17 in the <i>Public Playground Safety Handbook</i> , published by Consumer Products Safety Commission staff. This list should be modified to comply with the peculiarities of your own playground. Visit www.cpsc.gov and look for CPSC publications.	
Print concepts	D11
The rules about the organization of print and its use in reading and writing tasks. Print concepts include print directionality (left to right, top to bottom); book parts (cover, spine, back), author, illustrator, text vs. illustrations; the relationship of letters to words, and at higher levels, the importance of spaces between words, punctuation, capitalization.	
Process-oriented art	D16
The experience of doing and creating with art materials rather than working on a product predetermined by adults. Helping young children make handprints, using dittos, or giving children instructions on what to draw are examples of product-oriented art, not process-oriented.	
Professional development plan	A12
A written plan for each employee that defines goals for growth and improvement. The plan is based on information obtained through the evaluation process. It includes the educational goals and professional interests of the staff member. The plan is a working document that is to be reviewed regularly for evidence of on-going implementation. Trainings that are completed to fulfill the plan should be noted on the plan and on the <i>Formal Education and On-going Training Log</i> .	
Prompts	D7
Signals that children recognize as a cue to begin a change in activity or location.	
Provisionary period	A5
A specified period of time after hiring that enables the employer and employee to determine the suitability of an individual for a job.	
Punitive time out	E4
Punitive time out includes isolation to a chair or space perceived by classmates as “being bad”, frequent use of time out, or keeping the child separated from the group for long periods of time. Any action, words, or tone of voice that makes a child feel ridiculed, threatened, afraid, or belittled is punitive.	
Safety mirrors	D8
Reflective surfaces that are shatterproof, such as acrylic.	
Sanitize	F1
To reduce germs on inanimate surfaces such as food contact surfaces (dishes, utensils, cutting boards, high chair trays), toys that children may place in their mouths, and pacifiers. A sanitizer is effective only if organic matter has been first cleaned from the surface or object with a soap/detergent and water solution and rinsed with water. For specific guidelines contact local health authorities or review Appendices J and K in <i>Caring for our children: National health and safety performance standards; Guidelines for early care and education programs</i> at http://nrckids.org/CFOC3/PDFVersion/list.html .	
Science concepts	D14
Understanding of scientific ideas about nature and the physical world that the child acquires through everyday experiences of observation, classification, analysis, and communication.	

Shock-absorbing surfaces	C16
The protective surfacing on playgrounds. CPSC recommendations on depth ranges of loose-fill materials are based on type of material and height of equipment. Sand and pea gravel are the least effective surfaces for protecting children from injury and require a greater depth of fill than wood mulch or wood chips. Refer to the CPSC handbook for specific depth requirements for your playgrounds. (www.cpsc.gov/cpsc/pub/pubs/325.pdf)	
Surfaces of rubber or rubber-like materials must meet ASTM F1292 Standards that approximate the “critical height” rating below which a life-threatening head injury would not be expected to occur in the event of a child falling from playground equipment onto the surface. Manufacturers and installers of playground protective surfacing should provide the critical height rating of their materials verifying that they meet ASTM F1292 Standards.	
Social studies	D15
Awareness of the roles people play in the family and community and respect for their contributions.	
Standard precautions	A6, C8, F2
Steps recommended by the American Academy of Pediatrics to minimize the spread of infectious disease through contact with blood, body fluids and excretions. Precautions include use of barriers such as disposable diaper changing table paper, disposable towels, disposable gloves, and surfaces that can be cleaned and sanitized. See <i>Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-Of-Home Child Care</i> , Second Edition, 2002. <i>Caring for Our Children</i> is available on the web at http://nrc.uchsc.edu .	
Teacher-guided	D6
Activities and experiences through which the adult teaches specific content information.	
TB test	C6
Recommendations for frequency of testing can be obtained from local health authorities.	
Temporary needs	D4
A child’s need that requires special accommodations for a short period of time. (Ex. Experiencing separation or stranger anxiety, losing a pet, having parents divorce, or a broken arm.)	
Transitions	D7
Times of change of activities or movement from one location to another.	
USDA’s CACFP guidelines	C22
Child and Adult Care Food Program Guidelines can be found at www.fns.usda.gov/cnd/care/ProgramBasics/Meals/M meal_Patterns.htm . Nutrition information and activities for children are available through the Center for Nutrition Policy and Promotion and on the web at www.cnpp.usda.gov , (look for MyPyramid).	
Volunteers	A18
Unpaid persons of any age who work with children on a consistent basis. For example, grandparent programs, practicum students, and parent assistants. Volunteers should follow appropriate guidance, health, and safety practices when in the classroom.	