

8B. FAMILY CHILD CARE INTERVIEW WITH OBSERVATION

NOTE:

1. Only ask questions about items that you were unable to observe or find information about in the child care program handbook or policy manual.
2. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is xxxx-xxxx. The time required to complete this information collection is estimated to average 30 minutes per response. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Rafael Valdivieso, U.S. Department of Education, 555 New Jersey Avenue, NW, Room 506E, Washington, D.C. 20208.
3. Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific program or individual. We will not provide information that identifies you or your program to anyone outside the study team, except as required by law.

1. Furnishings for care and learning

2. Furnishings for relaxation and comfort

3. Child-related display

4. Display for children

7.3.¹ Do you add to or change what is displayed in your room, such as pictures on the wall? If yes, ask: About how often?

5. Indoor space arrangement

6. Active physical play

1.1. *If not observed, ask:* Do you have any indoor or outdoor space for gross motor play?

7. Space to be alone

8. Opportunities for movement

2. Are there opportunities for the children to be outside of the playpens when they are outdoors?

9. Reduced stimulation

¹ Using item 4 as an example, the number “7.3” refers to a scoring indicator for the item.

10. Arriving/leaving

Could you please describe what happens each day when the children and parents leave?

11. Meals/snacks

Do you have any kids with food allergies? Do you have families with dietary restrictions? How do you handle that?

12. Nap/rest**13. Diapering/toileting****14. Personal Grooming****15. Health**

What kinds of health requirements are in place for children and providers in the program? Do you have a sick child policy? How are parents made aware of that? What sorts of health records do you maintain? How often do you have a medical exam? How do you handle medications for children? Are you familiar with child abuse reporting laws? Please describe. Do you have a medical consultant?

16. Safety

3.2 Do you have a first aid kit? Please describe.

17. Primary Caregiving

- 1.** Is each child assigned to a particular? If so, could you tell me what happens if the child's day is longer than the primary caregivers'? For example, is there another caregiver who takes over later in the day? What sort of transition occurs and what information is shared, if any?
- 2.** Please talk about the caregiver's responsibilities for each child. For example, who carries out routines with a child?
- 3.** Could you please tell me what happens if the primary caregiver is absent? For example, who is then responsible for that child's care? How is information about children communicated between two caregivers sharing the care responsibility for a group of children?

18. Continuity of Care

- 1.** Please describe what happens when children are ready to move to another classroom. For example, do you move them one at a time, in small groups, or as one large group? What does a caregiver do to accommodate differing developmental levels of children in their care?
- 2.** Please talk about the steps you take to introduce a new caregiver to a group of children if their current caregiver leaves the program.
- 3.** How do you introduce a child who is new to your program to the existing group of children?

4. Do staff have the opportunity to learn more about caring for different ages of children? For example, so that they can remain with their infants or toddlers to the next room as they become older?

19. Group size and structure

4. Do any of the infant and toddler classrooms combine during the day for outside play, arrival and departure times, or any other times during the day? Can you please describe when, how and why this is done?

20. Cleanliness of play materials and environment

2. How often are the floors and surfaces cleaned? How often are they disinfected?

4. How often are toys and equipment washed? How are the toys usually washed?

21. Informal use of language

22. Helping children understand language

23. Helping children use language

24. Helping children reason

5.3. Do you do nature/science activities? Can you give examples? How often?

25. Helping children understand language

26. Facilitation of cognitive development and learning

27. Respect for infants' initiative and choices

28. Hand-eye coordination

29. Art

5.2, 7. How often do you do supervised art activities? Can you list the different types of materials you use for art activities each week?

30. Music and movement

7.2. Are children able to music on by themselves or do they need to have a teacher do it? Can they choose the musical instruments during free play? When can they use the musical instruments?

31. Sand and water play

Does the sand/water table ever come inside/go outside? How often do you use it?

32. Dramatic play

33. Nature/science

5.1. How often are children taken outdoors. Could you describe any experiences they have with nature when they are outdoors?

34. Blocks**35. Use of TV**

1-3. Do you ever use TV or videos with the children? How often? For what length of time? What types of shows/movies/games do you use?

5.4. Are other activities available to children while the TV or videos are used?

7. Do you use TV or videos in a way that relates to other program activities? Please explain.

36. Use of TV, video, and/or computer

1.1, 3.1, 5.1, 7.1. Are TV, videos, computers, or other audiovisual materials used with the children? If yes, ask: How are they used? How do you choose the materials?

1.2. Are other activities accessible to the children while the TV or videos are used?

3.3. How often are TV, video, or computers used with the children? For what length of time are these available?

5.3. How do you supervise when children watch TV or use the computer?

7.1. Do any of the materials encourage active involvement by the children? Please give some examples.

7.2. Do you use TV, video, and computer materials that relate to classroom topics or other things that the children are interested in? Please explain.

37. Schedule of daily activities**38. Supervision of play indoors and outdoors****39. Free play**

7.2. Do you have any additional play materials for children to use? If yes, ask: How often do you change the materials in the room?

40. Group play activities

If group activities are used, but not observed, ask: Do you ever do activities with groups of children where the children are expected to participate? If yes, ask: How are these activities handled? What do you do if a child is not interested or wants to wander off? What kinds of activities are done at this time? About how long would the activity last?

41. Peer interaction**42. Supporting development of friendship****43. Understanding feelings****44. Encouraging peer interaction**

45. Tone

46. Discipline

47. Cultural awareness

5.2. What holidays/cultural customs do you celebrate with the children?

48. Provisions for children with disabilities

Could you describe how you try to meet the needs of the children with disabilities in your group?

1.1, 3.1. Do you have any information from assessments on the children? How is it used?

1.2, 3.2, 5.2. Do you need to do anything special to meet the needs of the children?

Please describe what you do.

1.3, 3.3, 5.3. Are you and the children's parents involved in helping to decide how to meet the children's needs? Please describe.

5.1, 7.1. How are intervention services such as therapy handled?

7.3. Are you involved in the children's assessments or in the development of intervention plans? What is your role?

49. Inclusion of children with disabilities

1. Does your program have a written policy about complying with the Americans with Disabilities Act as it pertains to children?

3. Is the program currently serving any children with special needs? Does the program participate in or engage in any recruitment efforts to enroll children with disabilities? What are these efforts?

4. What sort of training does your staff have for caring for children with disabilities? What sort of accommodations are made to meet the needs of the children with disabilities who are currently enrolled?

50. Relationship with parents

Is there any written information about the program given to parents? Can I see the manual or any other materials given to parents?

5, 7. Do you and the parents ever share information about the children? How is this done?

5.3, 7.2. Are there any ways that parents can be involved in their child's program? How do you work with parents? Please give some examples.

51. Balancing personal and caregiving activities

Do you get time off during the day, when you can be away from the children? When does this happen?

52. Opportunities for professional growth

What opportunities, if any, do you have for professional growth? Are you a member of any early childhood or day care associations?

53. Assistant and substitute care

54. Culturally responsive care

2. Could you please describe anything you might do to incorporate the children's different cultures into the program or classroom? (For example, what sort of questions do you ask on the intake form and how do you use that information?)