

# **Instrument 5**

## **HBCC-NSAC Toolkit Provider Questionnaire**

## The Home-Based Child Care Toolkit for Nurturing School-Age Children (HBCC-NSAC Toolkit)

[If web or hard-copy administered: Mathematica is conducting the Home-Based Child Care Toolkit for Nurturing School-Age Children (HBCC-NSAC Toolkit) Study funded by the Office of Planning, Research, and Evaluation within the Administration for Children and Families in the U.S. Department of Health and Human Services.

Thank you in advance for completing the HBCC-NSAC Toolkit provider questionnaire!

The Paperwork Reduction Act Burden Statement: This collection of information is voluntary and will be used to learn about the experiences of home-based child care providers. Public reporting burden for this collection of information is estimated to average 50 minutes including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid Office of Management and Budget (OMB) control number. The OMB number for this collection is XXXX-XXXX and the expiration date is XX/XX/202X. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to Ashley Kopack Klein, [AKopackKlein@mathematica-mpr.com](mailto:AKopackKlein@mathematica-mpr.com), 600 Alexander Park, Suite 100, Princeton, NJ 08540; Attn: OMB-PRA 0970-0355.

RESPONDENT WILL READ CONSENT LETTER AND SIGN OR CHECK YES TO CONSENT FORM (APPENDIX E)]

[If telephone administered:

Hello [NAME],

CONFIRM YOU ARE SPEAKING TO THE NAMED PROVIDER. IF NOT, CONFIRM PHONE NUMBER, EMAIL, AND A GOOD CALLBACK TIME.

CONFIRM PROVIDER CAN TAKE THE CALL IN ENGLISH. IF Not English, CONFIRM INELIGIBILITY AND END CALL.

This is [STUDY TEAM MEMBER NAME]. I'm calling to complete the provider questionnaire for the Home-Based Child Care Toolkit for Nurturing School-Age Children, which we call the HBCC-NSAC Toolkit, over the phone with [RESPONDENT NAME]. This will take about 50 minutes. Talking with us on this call is completely up to you and voluntary and will be used to learn about the experiences of home-based child care providers. We will keep your responses private. Because this is a federally funded study, I want to tell you that an agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid Office of Management and Budget (OMB) control number. The OMB number for this collection is XXXX-XXXX and the expiration date is XX/XX/20XX. There are no right or wrong answers to any of the questions and you can tell us if you don't want to answer any of the questions.

I would like to go over the consent letter that was sent to you to answer your questions and obtain your verbal consent to participate in this study.

READ HOME-BASED CHILD CARE TOOLKIT FOR NURTURING SCHOOL-AGE CHILDREN STUDY PROVIDER CONSENT LETTER (APPENDIX E).

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Do you have questions about the content of the consent letter or the study activities? ANSWER QUESTIONS.

Now I will read the consent statement to you and record your response.

READ HOME-BASED CHILD CARE TOOLKIT FOR NURTURING SCHOOL-AGE CHILDREN STUDY  
PROVIDER CONSENT FORM (APPENDIX E).

Do you agree with the statement that I just read?

IF YES: I am recording that you provided verbal consent to participate in this study. Would you like the study team to mail you a paper copy of the completed consent form?]

## Introduction

[If web or hard-copy administered: Please read this information before using the HBCC-NSAC Toolkit.]

[If telephone administered: Now, I will introduce the HBCC-NSAC Toolkit.]

Individuals like you who care for children in a home, or home-based providers, play an important role in caring for children and supporting their development. However, many measures to support providers in this role were not created for home-based providers. The HBCC-NSAC Toolkit was created for and with input from home-based providers.

### **It is intended for home-based providers who:**

- Are licensed family child care (FCC) providers, or who are license-exempt or unlicensed and care for their family, friend, or neighbor's (FFN) child(ren); for example, a relative like a grandma/grandpa or auntie/uncle, elders, friends, or neighbors.
- Regularly care for at least 1 school-age child in a home and may care for younger children too. School-age children are children who are age 5 and in kindergarten, or ages 6 through 12. Regularly means an average of 10 or more hours per week and at least 8 weeks in the year.
- Are interested in ways to help school-age children learn and grow and build connections to their families and community.

## HBCC-NSAC Toolkit Provider Questionnaire

[If web or hard-copy administered: It should take you about 50 minutes to complete the questionnaire. Each section will take about 8 to 10 minutes to complete, depending on the section.]

[If hard-copy administered: Note: Please answer all questions in the order that you see them. Question numbers and letters may appear out of order.]

### Getting Started

[If web or hard-copy administered: **Instructions:** Answer questions 1-4 below.]

[If web or hard-copy administered: Questions 1-4] [If telephone administered: Next, I will] ask you to describe the number of children (including your own) you regularly care for.

1. How many **children ages birth through 2 years old** do you regularly care for?

|\_|\_|\_| CHILDREN AGES BIRTH THROUGH 2 YEARS OLD

2. How many **children ages 3 through 5 and not yet in kindergarten** do you regularly care for?

|\_|\_|\_| CHILDREN AGES 3 THROUGH 5 AND NOT YET IN KINDERGARTEN

3. How many **children ages 5 and in kindergarten through 8** do you regularly care for?

|\_|\_|\_| CHILDREN AGES 5-8

4. How many **children ages 9 through 12** do you regularly care for?

|\_|\_|\_| CHILDREN AGES 9-12

## Instructions

[If telephone administered: Next, I will give instructions to help you answer questions in the provider questionnaire.] The questions ask about the practices you do with children in your care. “Practices” include the ways you interact with and do things with children in your care. The examples in each question are there to help you to think about how you may use the practice. Please consider when you use the practice and respond as accurately as you can.

[If web or hard-copy administered: Use the guidance below to] [If telephone administered: Next, I will give you guidance on what the different response options mean so you can] choose the best answer for *how often you do something, when you care for school-age children*. We recognize no one can do all of these practices every day or month. We’d like to understand if and when you use these practices with school-age children. The questions have multiple response options because you may not use some practices at all (Never), some might only occur at specific times of year (Occasionally), while other practices may be used once or twice a day (Daily).

### When I care for school age children...

<b>Never</b>	I do not do this
<b>Rarely</b>	I have done this at least once
<b>Occasionally</b>	I do this a few times a year, or many times for short periods such as for a special project
<b>Sometimes</b>	I do this about once or twice a month
<b>Weekly</b>	I do this each week, but not every day
<b>Daily</b>	I do this once or twice a day
<b>Very Often</b>	I do this more than twice a day

In addition, [if web or hard-copy administered: check the “**I want to work on this**” box] [if telephone administered: you can say “I want to work on this ”] for any question with a practice that you would like to do more often or with more children, learn how to do, make progress on, or just want to try out.

**I want to work on this** I would like to do this more often or with more children, learn how to do, make progress on, or just want to try out.

## Glossary

Below are definitions for key terms that appear in the provider questionnaire.

- **Active play.** Moderate to vigorous physical activity that encourages children to move freely and have fun.
- **Approaches to learning.** Refers to how children learn. Children with positive approaches to learning develop positive attitudes toward learning opportunities such as attention, curiosity, persistence, creativity, and problem-solving.
- **Behavior management.** Practices that focus on encouraging children's positive behaviors and reducing their negative behaviors.
- **Bias.** A tendency to think about or behave differently based on a characteristic of a person or group compared with another. Biases may be held by an individual, group, or institution and can have negative or positive consequences. Antibias involves helping children recognize bias and preventing or counteracting the negative effects of bias.
- **Bullying.** Involves repeated verbal, physical, or social behavior that can cause harm. Bullying can include hurtful teasing; name calling; targeted exclusion; lying about another child; manipulating and controlling another child; restraining a child; or hitting, kicking, or pinching. Bullying can happen when children are in your care or not in your care (for example, at school or a local park). Antibullying involves preventing or counteracting bullying.
- **Nonverbal communication.** Ways of expressing ideas or feelings without words. For example, body language, gestures, facial expressions, tone of voice, and sounds.
- **Perspective taking.** Children learn how to understand (or take the perspective of) what other people are feeling or experiencing that is different from what they feel or experience.
- **Racial and ethnic identity.** Refers to a person's thoughts and feelings about their race and ethnicity and the process of developing those thoughts and feelings.
- **Self-identity.** Refers to a person's thoughts and feelings about who they are and the process of developing those thoughts and feelings. Many possible characteristics may influence one's self-identity including abilities, race, ethnicity, culture, gender, religion or spiritual beliefs, temperament, hobbies, athleticism, and more.
- **Sense of belonging.** Refers to feeling accepted and valued by others and sharing common experiences and trust.
- **Social conflicts.** Refers to issues or disagreements that come up between children and peers, such as disagreements when children have different opinions, temperaments, or styles of play, or if they want the same toys, materials, or attention that other children have.

## I. Emotional Development

[If telephone administered: Next, I'm going to ask you questions about emotional development.]

The questions in this section ask about how you help children understand, express, and regulate or manage their own feelings and emotions. The questions also ask how you help children feel they belong and help them develop their self-identity, including racial and ethnic identity while in your care. The questions acknowledge building relationships with children who may have different types of positive and negative experiences in and outside of your care. This section should take about 8 minutes to complete.

Start Time: |\_\_|\_\_| : |\_\_|\_\_| AM/PM

Never: I do not do this Rarely: at least once Occasionally: a few times a year or many times for short periods Sometimes: about once or twice a month Weekly: each week, but not every day Daily: once or twice a day Very Often: more than twice a day	Please check one: I do this...							Check if...
	Never	Rarely	Occasionally	Sometimes	Weekly	Daily	Very often	I want to work on this
<b>I.A. Sense of belonging</b>								
<b>When I am caring for any school-age children (age 5 and in kindergarten or ages 6 through 12)...</b>								
1. I invite children to talk about things from home or school (for example, "What was your most and least favorite thing about school today?" or "Sami has a dog, too. Can you tell Sami about your new dog?").	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I comment about the positive values children demonstrate (for example, "Min, you showed a lot of kindness and patience with Yoon when you taught him how to play that new game").	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I use items in my space that reflect children's home lives, cultures, or communities to start conversations with children (for example, showing a photo album with pictures of children's families, or talking about a painting of our neighborhood).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I provide opportunities for more vocal and energetic children to share their talents (for example, showing a dance move or asking them to sing a song for the group).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I provide opportunities for quieter and more reserved children to feel good about their strengths (for example, asking them to tell or read a story, displaying their artwork, praising their strengths).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I provide opportunities for children to take ownership of daily routines or activities (for example, being responsible for setting the table, organizing toys).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I help older and younger children do things to build a relationship with each other (for example, telling riddles or knock-knock jokes to each other, using their own special handshakes, I point out similarities between children).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Never: I do not do this Rarely: at least once Occasionally: a few times a year or many times for short periods Sometimes: about once or twice a month Weekly: each week, but not every day Daily: once or twice a day Very Often: more than twice a day	Please check one: I do this...							Check if...
	Never	Rarely	Occasionally	Sometimes	Weekly	Daily	Very often	I want to work on this
8. I give older and younger children tasks they can do together during routines (for example, asking an older child to carry plates to the table and a younger child to put a spoon next to each plate).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I encourage older children to ask younger children about things they do at home (for example, asking what foods they like to eat at home).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I.B. Understand and regulate emotions</b>								
<b>When I am caring for any school-age children (age 5 and in kindergarten or ages 6 through 12)...</b>								
1. I help children label their positive feelings (for example, content, excited, satisfied, proud).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I help children label their negative feelings (for example, frustration, sadness, anxiety, disappointment).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I encourage children to explain what they are feeling without giving a solution (for example, when children seem sad or upset).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I ask children which emotions they are communicating (for example, "Do you need a little time to yourself?" when a child turns away from me; or "Are you frustrated?" when a child throws a pencil).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I give children time and a place to regroup or do something else if they are not ready to talk about what is bothering them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I help children find safe places in the home to go for quiet time to themselves (for example, a reading nook or quiet area of the room with pillows and books).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I help children find ways to calm down and relieve stress (for example, listening to music, writing in a journal, petting an animal, hugging a soft toy, humming, stretching their body, and relaxing muscles from head to toe).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I encourage children to show others how to calm themselves down (for example, practicing a breathing or stretching exercise with a younger child).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I model the ways I regulate my own emotions in front of children (for example, taking a breath and pausing to gather my thoughts and feelings).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I encourage children's efforts to manage their emotions (for example, "Even though you were feeling angry, you did great explaining your feelings").	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I encourage children to use positive comments and affirmations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Never: I do not do this Rarely: at least once Occasionally: a few times a year or many times for short periods Sometimes: about once or twice a month Weekly: each week, but not every day Daily: once or twice a day Very Often: more than twice a day	Please check one: I do this...							Check if...
	Never	Rarely	Occasionally	Sometimes	Weekly	Daily	Very often	I want to work on this
with others (for example, "I really like the detail you put in that picture., Marcus, , you put a lot of effort into drawing it!").								
12. I help older children understand the emotions behind younger children's actions (for example, "Do you see how that child is leaning away? How do you think she feels?" or "Amber is touching your book because she's curious about what you're reading. ").	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I.C. Self-identity (including racial and ethnic identity)</b>								
<b>When I am caring for any school-age children (age 5 and in kindergarten or ages 6 through 12)...</b>								
1. I make positive comments about people in children's lives and their backgrounds (for example, "What is the best part about living with your grandparents?" or "It's so great that Mateo's mom can teach us songs in Spanish.").	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I make positive comments individualized to children (for example, "Amir, I really enjoyed reading the story you are writing", or "Carla is a good artist and might be willing to draw pictures for your book.").	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I plan activities that acknowledge each family's cultural traditions (for example, eating a food from each family's home together, learning a game, celebrating holiday traditions).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I talk to children about community events where their cultural backgrounds are celebrated (for example, festivals, block parties, food markets).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I use stories to talk about social issues relevant to children's own lives (for example, reading a book about children who migrate to new countries or talking about civil rights movements).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[If telephone administered: These questions will address how] All children develop their own racial and ethnic identity. Young children often explore their racial and ethnic identities as they grow older and interact with others and the world. The questions in this section will ask you about sharing messages, imagery, and stories about children’s racial and ethnic identities as well as other practices to help children learn and explore their curiosities about their own and other races, ethnicities, and cultures.

	Please check one: I do this...							Check if...	
	Never	Rarely	Occasionally	Sometimes	Mostly	Daily	Very often	I want to work on this	
Never: I do not do this Rarely: at least once Occasionally: a few times a year or many times for short periods Sometimes: about once or twice a month Weekly: each week, but not every day Daily: once or twice a day Very Often: more than twice a day									
<b>When I am caring for any school-age children (age 5 and in kindergarten or ages 6 through 12)...</b>									
<b>6.</b>	I make positive comments that affirm children’s racial and ethnic background(s) (for example, “I love how you style your braids” or “Your hijab is a beautiful color today”).							<input type="checkbox"/>	<input type="checkbox"/>
<b>7.</b>	I share books, stories, or videos that show people from children’s racial and ethnic background(s) in positive roles (for example, videos or books about community leaders, inventors, and changemakers).							<input type="checkbox"/>	<input type="checkbox"/>
<b>8.</b>	I tell stories about people relevant to children’s own lives (for example, telling children of immigrants about community leaders who also are immigrants).							<input type="checkbox"/>	<input type="checkbox"/>
<b>9.</b>	I talk to children about their family history or ancestors (for example, life in their homeland, their family tree, places their families have lived, stories told by grandparents).							<input type="checkbox"/>	<input type="checkbox"/>
<b>10.</b>	I help children explore their own interests about their racial and ethnic background(s) (for example, help a child to ask the librarian or look up more information on the internet).							<input type="checkbox"/>	<input type="checkbox"/>
<b>11.</b>	I involve children in activities that families agree reflect their racial and ethnic background(s) (for example, games, foods, art, music, dance, or songs).							<input type="checkbox"/>	<input type="checkbox"/>
<b>12.</b>	I involve children in celebrations or holidays from their own racial or ethnic background(s).							<input type="checkbox"/>	<input type="checkbox"/>

**End Time:** |\_\_|\_\_| : |\_\_|\_\_| AM/PM

## II. Social Development

[If telephone administered: I'm going to ask you questions about social development.]

The questions in this section ask about how you build a warm and positive relationship with children as well as help children learn about the perspective of others, how people communicate without words, social and friendship skills, and antibullying and antibias practices. This section focuses on practices that help children learn to understand each other, collaborate, cooperate, communicate, and respect others. This section should take about 10 minutes to complete.

Start Time: |\_\_|\_\_| : |\_\_|\_\_| AM/PM

Never: I do not do this Rarely: at least once Occasionally: a few times a year or many times for short periods Sometimes: about once or twice a month Weekly: each week, but not every day Daily: once or twice a day Very Often: more than twice a day	Please check one: I do this...						Check if...	
	Never	Rarely	Occasionally	Sometimes	Weekly	Daily	Very often	I want to work on this
<b>II.A. Perspective-taking and nonverbal communication</b>								
<b>When I am caring for any school-age children (age 5 and in kindergarten or ages 6 through 12)...</b>								
1. I make an effort to recognize and label my own feelings in front of children (for example, "When you help me get lunch ready, I am so grateful").	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. When sharing books, stories, shows, or videos, I encourage children to talk about how different characters feel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I encourage children to express their feelings through art and writing (for example, drawing comics, writing a short story, or journaling).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I help children think about the different ways other children express feelings (for example, by talking about vocal tones and volume, facial expressions, or body position: "Julian is talking quickly and sounds really excited! Are you excited, Julian?").	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I ask questions to help children think about different perspectives (for example, while reading a book, "Reema, how do you think his family feels when Ralph runs away?").	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I help children practice different experiences or situations (for example, pretending to go to a restaurant and order food or acting out with puppets how to resolve a conflict with younger children).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I listen without judgement to children's social issues (for example, keeping my facial expression neutral and asking open-ended questions).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I help older children recognize how younger children might be feeling by pointing out facial expressions, body language, or noises they make (for example, clinging to a stuffed animal when anxious; stomping or yelling when frustrated).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Never: I do not do this Rarely: at least once Occasionally: a few times a year or many times for short periods Sometimes: about once or twice a month Weekly: each week, but not every day Daily: once or twice a day Very Often: more than twice a day	Please check one: I do this...						Check if...
	Never	Rarely	Occasionally	Sometimes	Weekly	Daily	Very often

**II.B. Social skills**

**When I am caring for any school-age children (age 5 and in kindergarten or ages 6 through 12) ...**

1. I talk about children who do things together, like trying hard, being helpful, or cooperating and enjoying playing (for example, “Kai really worked hard at catching the ball that Paz threw to him”; “Arya and Nia enjoyed pretending to be a patient and a doctor”).	<input type="checkbox"/>							
2. I provide activities that encourage children to help others, take turns, or work toward the same goal (for example, an art project, building a cardboard house, a gardening project, or a cooking activity).	<input type="checkbox"/>							
3. I teach children how to enter play with others (for example, by suggesting they watch other children first, providing words children can use, or pointing out positive examples in shows or stories).	<input type="checkbox"/>							
4. I help children think about how to solve <u>social conflicts</u> before they occur (for example, we talk about or practice what to do if someone is in our personal space).	<input type="checkbox"/>							
5. When children are calm, I help them practice ways to manage emotions and solve <u>social conflicts</u> (for example, practicing breathing techniques or labeling feelings as an activity).	<input type="checkbox"/>							
6. I provide opportunities for older and younger children to do things together (for example, using open-ended materials such as Play-Doh or markers that older and younger children can use to create together; playing hide and seek with children in the neighborhood).	<input type="checkbox"/>							

**II.C. Antibullying and antibias practices**

**When I am caring for any school-age children (age 5 and in kindergarten or ages 6 through 12)...**

1. I make an effort to learn about <u>biases</u> I may have and how they might influence the way I interact with children or their families (for example, what kind of assumptions do I make about how children will act based on their gender, race, ethnicity, religion, language, ability, or family structure?).	<input type="checkbox"/>							
2. I talk to families about how to work together with their children to address children’s experiences with <u>bullying</u> or discrimination.	<input type="checkbox"/>							
3. I use books, stories, or shows to discuss discrimination, racism, and unfair treatment that people have experienced (based on race, gender, immigration status, religious beliefs, body type, or disabilities).	<input type="checkbox"/>							
4. I share books, stories, or shows that explore social justice and equity themes (for example, about important historical moments, or	<input type="checkbox"/>							

**HBCC-NSAC Toolkit Provider Questionnaire: Social Development**

Never: I do not do this Rarely: at least once Occasionally: a few times a year or many times for short periods Sometimes: about once or twice a month Weekly: each week, but not every day Daily: once or twice a day Very Often: more than twice a day	Please check one: I do this...						Check if...	
	Never	Rarely	Occasionally	Sometimes	Weekly	Daily	Very often	I want to work on this
people who have spoken up for their community).								
5. I share books, stories, or shows that positively portray people with different characteristics (for example, people with different abilities or body sizes).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I share stories that celebrate the achievements of people from different backgrounds, such as racial, ethnic, religious, or gender identities or abilities, or different family structures, like living with their grandparents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I talk with children about people from different racial and ethnic backgrounds who have been successful or demonstrated positive values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I give children opportunities to hear stories from people from different cultures (for example, stories from grandparents or community members or listening to folktales from around the world).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I respond to children’s curiosity about social issues appearing in the news or in their community and point out the people who show positive values and help others (for example, how our neighbors help each other make it safe to play in the park).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I help children learn acceptable ways to stand up for others or themselves in the face of teasing, <u>bullying</u> , or other forms of discrimination (for example, offer support to peers, correct a stereotype).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I observe children to look for potential signs of <u>bullying</u> (for example, changes in eating habits, unexplainable injuries, sudden loss of friends or exclusion from activities, or more aggressive behavior).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. When children share their feelings and experiences with me, I thank them and let them know I am glad they talked with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I affirm children’s feelings about experiences of unfair treatment (for example, I would be angry and confused if that happened to me).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I help children think about what they might do when they experience unfair treatment next (for example, staying in safe areas and with friends they trust, telling a trusted adult, or role playing how to react appropriately and ask for help).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I encourage children to think about how they can help others in their wider community (for example, talking positively about a community clean-up event, encouraging children to hold doors open or carry a grocery bag for an older adult).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I provide opportunities for children to volunteer and support others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	Never	Rarely	Occasionally	Sometimes	Weekly	Daily	Very often	I want to work on this
in their wider community (for example, helping in community gardens, community clean-ups, or toy drives; or writing letters to local leaders about important neighborhood issues like clean water, lighting and safety).								
<b>17.</b> I use history and recent events to talk about discrimination, racism, and unfair treatment that might happen (for example, discussing police encounters and the history of racism).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>18.</b> I help children explore social issues they are curious about (for example, looking up a public figure on the internet, finding library books about social issues).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>19.</b> I help children think of ways to participate in social issues that are important to them (for example, writing letters to a community leader, thinking about ways they can help make things better).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II.D. Relationship with children</b>								
<b>When I am caring for any school-age children (age 5 and in kindergarten or ages 6 through 12)...</b>								
<b>1.</b> I use children’s names or their preferred name(s) in a positive context (for example, “I will put your drawing over here for us to admire, Momo”; “Jose, your building looks very stable”; “Lola, you are thinking like a scientist”).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.</b> I tell children that I care about, love, and admire them (for example, “You are important to me”).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.</b> I share joy with children (for example, I smile and share excitement, play or dance alongside them, encourage laughter, plan fun activities with them).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.</b> I use touch in positive ways that show children warmth and affection (for example, hugs, pats on the back, braiding hair, high fives).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5.</b> I encourage children to talk about their interests, such as favorite activities, movies and books they enjoy, and what they are looking forward to doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.</b> I listen carefully and acknowledge children’s thoughts and feelings (for example, by restating, asking questions, adding more to what they tell me).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7.</b> I encourage children to choose how they want to receive or show affection (for example, allowing children to choose their morning greeting, like a high five, hug, dance move).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8.</b> I take time to regulate my own emotions (for example, taking a breath and gathering my thoughts and feelings) before responding to children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End Time: |\_\_|\_\_| : |\_\_|\_\_| AM/PM

### III. Behavior management

[If telephone administered: Next, I'm going to ask you questions about behavior management.]

The questions in this section ask about how you help children learn different ways to resolve conflicts and positive ways to express their emotions before conflicts or tantrums happen. They will ask about how you use the environment, routines, questions, role playing, stories, listening, and other strategies to help children learn and understand the impact of their behavior and grow in their ability to make good decisions and resolve social conflicts. This section should take about 6 minutes to complete.

Start Time: |\_\_|\_\_| : |\_\_|\_\_| AM/PM

Never: I do not do this Rarely: at least once Occasionally: a few times a year or many times for short periods Sometimes: about once or twice a month Weekly: each week, but not every day Daily: once or twice a day Very Often: more than twice a day	Please check one: I do this...							Check if...
	Never	Rarely	Occasionally	Sometimes	Weekly	Daily	Very Often	want to work on this
<b>III.A. Routines</b>								
<b>When I am caring for any school-age children (age 5 and in kindergarten or ages 6 through 12)...</b>								
1. I welcome or say goodbye to all children when they arrive or leave the home (for example, if a child arrives while we are in the middle of an activity, I say hello and welcome them into the group).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I explain changes in the schedule or routine to children (for example, "We are going to eat snack earlier today to make sure we can go on our walk before it rains!").	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I give children opportunities to help plan our routines and schedules (for example, children help select the book we read or the game we play outside).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I monitor children's behavior and change plans as needed (for example, when children lose interest in activities, are disruptive, are hungry or tired).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I try to understand what children's behaviors are telling me and come up with a plan to help them (for example, noticing that a child begins to get grumpy most days before snack time and asking if they are hungry earlier in the day).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I help children manage their behavior during stressful situations (for example, making a positive comment when children calmly share that they are upset or angry, reminding children to take deep breaths, or asking them questions about what they want to happen and how they can achieve it).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I provide children with opportunities to think for themselves: create, problem solve, and plan and work together to make decisions (for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Never: I do not do this Rarely: at least once Occasionally: a few times a year or many times for short periods Sometimes: about once or twice a month Weekly: each week, but not every day Daily: once or twice a day Very Often: more than twice a day	Please check one: I do this...							Check if...
	Never	Rarely	Occasionally	Sometimes	Weekly	Daily	Very Often	Check if...
example, joint projects, choose-your-own-adventure stories).								
<b>8.</b> I use routines from families with children when possible (for example, serving food family style or in individual servings, singing favorite songs, putting time limits on screen time).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>9.</b> I adjust the words I use or demonstrate what to do to help children understand directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.</b> I invite older children to help when I am caring for younger children (for example, joining us for songs or fingerplays; blowing bubbles for younger children).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>11.</b> I adjust activities so older and younger children all can be included without getting upset (for example, adjusting directions or allowing more time for different tasks; setting different rules for younger children when playing games or giving more time for them to get dressed to go outside).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>III.B. Behavior management practices</b>								
<b>When I am caring for any school-age children (age 5 and in kindergarten or ages 6 through 12)...</b>								
<b>1.</b> I anticipate <u>social conflict</u> by asking children about their feelings before the conflict or disagreement occurs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.</b> I give children attention regardless of how they behave (for example, “Krista, great job sharing with your brother” or “Owen, I know you want to play with the toy, but it’s still Alexa’s turn, so you can’t take it from her. What can you play with in the meantime?”).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.</b> I discuss and develop rules with children and explain the consequences of not following those rules (for example, I ask questions like, “What could happen if someone throws toys inside?”; “So, what kind of rule will help us respect the toys we share?”).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.</b> I take time to support children through the problem-solving process during conflicts or disagreements (for example, identifying the problem, discussing the harm caused, agreeing on how to address the harm).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5.</b> I arrange activities to make it easier for children to make good choices and follow rules (for example, talk about acceptable behaviors before starting the activity; have a sign-up list for favorite activities; post a sign with reminders of good behavior).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.</b> I invite children to help me plan ways to make it easier for them to follow the rules (for example, picking out the calming activities they want to do when they are upset, like doing a dance movement or deep breathing).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**HBCC-NSAC Toolkit Provider Questionnaire: Behavior Management**

	Please check one: I do this...							Check if...
	Never	Rarely	Occasionally	Sometimes	Often	Very Often	Want to work on this	
Never: I do not do this Rarely: at least once Occasionally: a few times a year or many times for short periods Sometimes: about once or twice a month Weekly: each week, but not every day Daily: once or twice a day Very Often: more than twice a day								
7. I help children understand the impact harmful behavior has on others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. I help children learn standard language to use in response to harm like, "I felt [state feeling] when you [state behavior that harmed]. Next time please [do or don't do...]."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. I ask children to share positive comments with others about their behavior (for example, "I felt really happy for you when you..."; "Thank you for...that made me feel [positive emotion]").	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. I arrange the areas where children play, eat, or sleep in ways that will help prevent problems (for example, making sure there is enough room for children to work or play together peacefully; allowing older children to use breakable materials only while the younger children nap).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. I adapt my rules for children of different ages and ability levels (for example, some children may need more or different types of reminders).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**End Time:** |\_\_|\_\_| : |\_\_|\_\_| AM/PM

## IV. Learning

[If telephone administered: Next, I'm going to ask you questions about learning.]

The questions in this section ask about the ways you provide learning opportunities to children; how you help children develop positive attitudes toward learning, and how you support children's problem-solving skills.

The section includes things done during everyday learning moments (for example, practicing math during snack time) or more structured learning (for example, curricula-based activities or a science project). This section should take about 7 minutes to complete.

Start Time: |\_\_|\_\_| : |\_\_|\_\_| AM/PM

Never: I do not do this Rarely: at least once Occasionally: a few times a year or many times for short periods Sometimes: about once or twice a month Weekly: each week, but not every day Daily: once or twice a day Very Often: more than twice a day	Please check one: I do this...							Check if...
	Never	Rarely	Occasionally	Sometimes	Weekly	Daily	Very Often	I want to work on this
<b>IV.A. Approaches to learning</b>								
<b>When I am caring for any school-age children (age 5 and in kindergarten or ages 6 through 12)...</b>								
1. I remind children that there are different ways to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I help children stay focused on the things they are doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I support children in carrying out their plans (for example, helping them to think about the steps needed; helping them locate materials for the project they plan; asking them what characters they need in their play).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I share books, stories, or videos about people overcoming challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I support children in completing tasks until they reach their goal, even if it is hard for them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV.B. Learning opportunities</b>								
<b>When I am caring for any school-age children (age 5 and in kindergarten or ages 6 through 12) ...</b>								
1. I use everyday materials to support children's learning (for example, magazines and newspapers; recipes or instructions for an activity; growing spices or houseplants; measuring cups).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I provide materials that can be used in different ways so children can create different shapes and designs (for example, dominoes can be used to play the traditional game, but also to learn about motion and space, create different shapes and designs, and practice math skills).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I talk with children about how I use math (measuring, counting, estimating) in everyday activities (for example, estimating how much time it will take to do something, measuring to see if things will fit).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	Never	Rarely	Occasionally	Sometimes	Weekly	Daily	Very Often	I want to work on this
4. I provide different open-ended materials that can be used to create many different things like musical instruments and other crafts (for example, popsicle sticks, paper towel rolls, milk cartons, blocks, sand).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I provide opportunities for children to read books or watch videos on how to do things they're interested in (for example, how a bike works, how to fix something that is broken, or how to bake a cake).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I help children find books or activities based on their interests (for example, if a child is interested in art, I help them find an online museum or show them how to use shading in their drawings).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I ask for children's ideas about topics that interest them and what we might do to learn more.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I invite children to plan activities that follow their interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I provide opportunities for children to write stories, work on art activities, take photos, or make up stories and plays.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I provide children with time and space for themselves for individual activities (for example, reading; listening to music on their own).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I encourage children to read and share books with each other or with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I teach children games that have patterns (for example, hand claps and dance moves).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I look for opportunities in the community to support children's understanding about their world and how it works (for example, community events; a mobile science bus at the park; open house at the fire station; or reading events at a library).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV.C. Problem-solving</b>								
<b>When I am caring for any school-age children (age 5 and in kindergarten or ages 6 through 12)...</b>								
1. I provide support for children learning complex skills (for example, I encourage children to start with the easiest step they can do and then show them the next step and have them try it).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I read books with children that are more challenging than what they can read on their own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I ask children questions that require them to explain their responses (for example, questions that do not have a simple yes or no answer).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I help children locate resources for things they find difficult (for example, when they have trouble with math, I look for an online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**HBCC-NSAC Toolkit Provider Questionnaire: Learning**

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	Never	Rarely	Occasionally	Sometimes	Weekly	Daily	Very Often	I want to work on this
resource).								
5. I talk with children about how to break a difficult task into smaller, easier steps (for example, I show children how to put a puzzle together by first finding the outer pieces).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I show children a different way to think about a problem and ask them how they might solve it (for example, I ask questions or use “I wonder...” statements; or ask children to think about how to solve their problem instead of fixing it for them).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. When children face a problem, I talk about what the problem is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I encourage children to ask a friend to show them how to solve the problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**End Time:** |\_\_|\_\_| : |\_\_|\_\_| AM/PM

## V. Health and Physical Development

[If telephone administered: Next, I'm going to ask you questions about health and physical development.]

The questions in this section ask about how you provide different kinds of activities to support children's physical well-being; help children learn different physical activities that are fun and interesting to them; and promote overall health, safety, and nutrition.

This section includes examples of activities you might do indoors or outdoors. Not all providers have access to safe outdoor spaces. Even if you do not go outdoors with children, most of the questions can be answered using indoor activities. This section should take about 7 minutes to complete.

Start Time: |\_\_|\_| : |\_\_|\_| AM/PM

Never: I do not do this Rarely: at least once Occasionally: a few times a year or many times for short periods Sometimes: about once or twice a month Weekly: each week, but not every day Daily: once or twice a day Very Often: more than twice a day	Please check one: I do this...							Check if...
	Never	Rarely	Occasionally	Sometimes	Weekly	Daily	Very Often	I want to work on this
<b>V.A. Physical well-being</b>								
<b>When I am caring for any school-age children (age 5 and in kindergarten or ages 6 through 12)...</b>								
1. I talk with children about the benefits of movement and exercise (for example, how moving our bodies gives us more energy, can make us feel happier, can help us learn more easily, gives us strong bones and healthy bodies).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I invite children to plan and choose what physical activities they would like to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I encourage children to include physical movements in everyday routines that are appropriate for their abilities (for example, climbing stairs instead of using elevators, skipping to the bus stop, balancing on 1 foot while brushing their teeth).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I use physical activity in positive ways for all children (for example, to have fun or learn new skills).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I help children learn to relax their bodies (for example, stretching or taking deep breaths).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I stretch my body to show children the importance of stretching after a lot of sitting or after using muscles in a repetitive movement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I help children learn how to do different physical activities (for example, find videos on YouTube to learn a new dance move or body stretch).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I encourage children to participate in some <u>active play</u> that builds their muscles, bones, and heart health (for example, dancing, skipping, jumping rope, walking, games/activities that involve movement).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**HBCC-NSAC Toolkit Provider Questionnaire: Health and Physical Development**

Never: I do not do this Rarely: at least once Occasionally: a few times a year or many times for short periods Sometimes: about once or twice a month Weekly: each week, but not every day Daily: once or twice a day Very Often: more than twice a day	Please check one: I do this...							Check if...
	Never	Rarely	Occasionally	Sometimes	Weekly	Daily	Very Often	Check if...
<b>9.</b> I join children in activities or games that they play outside (for example, gardening together; pitching a ball; playing basketball; or calling out the signals for red light, green light).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.</b> I offer activities that increase children's balance and body control (for example, hopscotch, riding a bike or scooter, freeze tag, walking on a line).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>V.C. Physical activity</b>								
<b>When I am caring for any school-age children (age 5 and in kindergarten or ages 6 through 12)...</b>								
<b>1.</b> I break activities into smaller or simpler steps to help children learn physical skills (for example, practice dribbling or playing horse in basketball).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.</b> I support children in doing physical skills they could not do before, including things they were scared to try (for example, going down a slide, joining double dutch (jumping rope), climbing a ladder).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.</b> I give children time and opportunities to practice their physical skills (for example, time to practice jump rope, hula hoop, kick a ball).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.</b> I include all children in physical activities (for example, invite children of all genders to play a ball game; help less coordinated children to join a physical activity).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5.</b> I adapt physical activities so all children can participate, including those who might have more difficulty (for example, children of different ages or those with limited physical strength or movement).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.</b> I use games and activities that children can participate in without waiting with nothing to do for long periods of time (for example, avoiding games such as wall ball, where children who are "out" have to wait on the side).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7.</b> I teach children how they can play physically active games with others, even when they're different ages or ability levels (for example, children with different abilities are allowed to use a beachball that they hit with their arm or that they drop themselves when it is their turn at kickball).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8.</b> I talk with children about which physical activities they feel comfortable, confident, and safe doing, and which ones are more challenging for them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**HBCC-NSAC Toolkit Provider Questionnaire: Health and Physical Development**

	Please check one: I do this...							Check if... I want to work on this	
	Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always		
Never: I do not do this Rarely: at least once Occasionally: a few times a year or many times for short periods Sometimes: about once or twice a month Weekly: each week, but not every day Daily: once or twice a day Very Often: more than twice a day									
<b>V.D. Health, safety, and nutrition</b>									
1.	I make sure all children participate safely in physical activities (for example, slides and climbing structures that are not too tall for the child; soft and rubber balls; using helmets when biking or skateboarding).							<input type="checkbox"/>	<input type="checkbox"/>
2.	I use physical reminders (for example, painter's tape on the floor, mats, carpet squares) to remind children about different areas for play.							<input type="checkbox"/>	<input type="checkbox"/>
3.	I talk with children about safety and ask them to tell me about potential safety problems (for example, a potholder too close to a stove, a slide that is too hot, or tripping hazards).							<input type="checkbox"/>	<input type="checkbox"/>
4.	I show children how to lift and carry heavy objects safely.							<input type="checkbox"/>	<input type="checkbox"/>
5.	I talk to children and families about the importance of getting enough sleep for physical and mental health and success in school.							<input type="checkbox"/>	<input type="checkbox"/>
6.	I work with families to manage children's use of media to protect mental health and well-being (for example, turning off the television when a traumatic event has occurred, protecting children from social media).							<input type="checkbox"/>	<input type="checkbox"/>
7.	I talk about what healthy foods can do for the body (for example, milk, beans, whole grains, fresh fruit, and vegetables) instead of labeling any foods as good or bad.							<input type="checkbox"/>	<input type="checkbox"/>
8.	I help children learn how to eat healthily by sparking curiosity about foods (for example, watching videos or playing games and apps like those on MyPlate.gov).							<input type="checkbox"/>	<input type="checkbox"/>
9.	I make sure that children drink water, especially when it is hot and after they have been very active.							<input type="checkbox"/>	<input type="checkbox"/>

**End Time:** |\_\_|\_\_| : |\_\_|\_\_| AM/PM

[Note: Citation: Spanierman, L.B., Oh, E., Heppner, P. P., Neville, H. A., Mobley, M., Wright, C. V., Dillon, F. R., & Navarro, R. (2011). The Multicultural Teaching Competencies Scale (MTCS): Development and initial validation. *Urban Education*, 46, 440-464.

**The Multicultural Teaching Competencies Scale]**

The next questions ask about things you do with children to support multicultural learning. These questions are usually used with classroom teachers. To answer, think of yourself as the “teacher”, the children you care for as “students”, and your child care home as your “classroom” or your “school”.

**Instructions:** Please think about how much you agree with each statement.

Then, choose...

**Strongly Disagree**

**Moderately Disagree**

**Slightly Disagree**

**Slightly Agree**

**Moderately Agree**

**Strongly Agree**

	Please check one:					
	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1. I plan many activities to celebrate diverse cultural practices in my classroom.	<input type="checkbox"/>					
2. I understand the various communication styles among different racial and ethnic minority students in my classroom.	<input type="checkbox"/>					
3. I consult regularly with other teachers or administrators to help me understand multicultural issues related to instruction.	<input type="checkbox"/>					
4. I have a clear understanding of culturally responsive pedagogy.	<input type="checkbox"/>					
5. I often include examples of the experiences and perspectives of racial and ethnic groups during my classroom lessons.	<input type="checkbox"/>					
6. I plan school events to increase students' knowledge about cultural experiences of various racial and ethnic groups.	<input type="checkbox"/>					
7. I am knowledgeable about racial and ethnic identity theories.	<input type="checkbox"/>					
8. My curricula integrate topics and events from racial and ethnic minority populations.	<input type="checkbox"/>					
9. I am knowledgeable of how historical experiences of various racial and ethnic minority groups may affect students' learning.	<input type="checkbox"/>					

**HBCC-NSAC Toolkit Provider Questionnaire: Multicultural Teaching Competencies Scale**

	Please check one:					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Other
<b>10.</b> I make changes within the general school environment so racial and ethnic minority students will have an equal opportunity for success	<input type="checkbox"/>					
<b>11.</b> I am knowledgeable about the particular teaching strategies that affirm the racial and ethnic identities of all students.	<input type="checkbox"/>					
<b>12.</b> I rarely examine the instructional materials I use in the classroom for racial and ethnic bias.	<input type="checkbox"/>					
<b>13.</b> I integrate the cultural values and lifestyles of racial and ethnic minority groups into my teaching.	<input type="checkbox"/>					
<b>14.</b> I am knowledgeable about the various community resources within the city that I teach.	<input type="checkbox"/>					
<b>15.</b> I often promote diversity by the behaviors I exhibit.	<input type="checkbox"/>					
<b>16.</b> I establish strong, supportive relationships with racial and ethnic minority parents.	<input type="checkbox"/>					

## Background questions

The next set of questions asks about children you regularly care for.

1. **Are you related to any of the children you regularly care for?** Select 1 only.
  - Yes
  - No
  
2. **Do you regularly care for any children who are of Hispanic, Latino/a, or Spanish origin?** Select 1 only.
  - Yes
  - No
  
3. **Which racial groups do the children you regularly care for identify with?** Check all that apply.
  - American Indian or Alaska Native
  - Asian
  - Black or African American
  - Native Hawaiian or Other Pacific Islander
  - White
  - Bi-racial or multi-racial
  - Another race (please fill in):

The next set of questions asks about your background.

4. **Are you of Hispanic, Latino/a, or Spanish origin?** Select 1 only.
  - Yes
  - No
  
5. **What is your race?** Check all that apply.
  - American Indian or Alaska Native
  - Asian
  - Black or African American
  - Native Hawaiian or Other Pacific Islander
  - White
  - Bi-racial or multi-racial
  - Another race (please fill in):
  
6. **How long have you been caring for children under age 13, not including raising any of your own children?** [Note: Source: NSECE 2019 Home-based questionnaire]  
  
\_\_\_ years and \_\_\_ months

7. **Do you have a Child Development Associate (CDA) certificate?** [Note: Source: NSECE 2019 Home-based questionnaire]

- Yes
- No

8. **Have you taken a course or received professional development classes about the following?**  
Check all that apply.

- Child development
- Early childhood care
- Education
- Psychology
- Sociology

9. **What is the highest level of education you have completed?** Select 1 only.

- Less than a high school diploma
- High school diploma or GED
- Some college, no degree
- Associate's degree
- Bachelor's degree or higher

The final set of questions asks about a few aspects of the care you provide.

10. **Do you regularly care for children (any age) during the following hours? (Select all that apply)**

- 7 a.m.–6 p.m.  
If yes, how often?:  At least once a week  At least once a month  Occasionally (less than once a month)
- Before 7 a.m.  
If yes, how often?:  At least once a week  At least once a month  Occasionally (less than once a month)
- After 6 p.m.  
If yes, how often?:  At least once a week  At least once a month  Occasionally (less than once a month)

11. **Which days of the week do you care for children (any age)? (Select all that apply)**

- Weekdays (Monday-Friday)
- Weekends (Saturday-Sunday)

**12. Do you get paid for looking after any of the children you care for? This includes payment from families or reimbursements from state programs. Select 1 only.**

- Yes
- No – SKIP NEXT QUESTION

**13. Does a federal, state or local agency or group such as a human services or education agency or department, a welfare, employment or training program pay part or all of the cost for any of the children you care for? [Note: Source: NSECE 2019 Home-based questionnaire]**

- Yes
- No

## HBCC-NSAC Toolkit Provider Questionnaire: Thank You

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[If telephone administered: Those are all the questions I have for you. Thank you again for your time! Your responses will help the study team develop a toolkit home-based providers can use to help identify their caregiving strengths and areas for growth. We would like to mail you a [IF RECEIVED RECRUITMENT INSTRUMENT 2 (WITHOUT OBSERVATION) \$65] [IF RECEIVED INSTRUMENT 3 (WITH OBSERVATION AND ELIGIBLE FOR OBSERVATION) \$70] gift card to thank you. CONFIRM MAILING ADDRESS.]

[If web or hard-copy administered: Thank you for completing the HBCC-NSAC Toolkit Study provider questionnaire!

Your responses will help the study team develop a toolkit home-based providers can use to help identify strengths and areas for growth in providing care for children. We will mail you a [IF RECEIVED INSTRUMENT 2 (WITHOUT OBSERVATION) \$65] [IF RECEIVED INSTRUMENT 3 (WITH OBSERVATION) \$70] gift card to thank you for your time. TOKEN OF APPRECIATION MAILING ADDRESS CONFIRMATION]

If you have any questions about the study, please contact us at [STUDY PHONE NUMBER] or by email at [STUDY EMAIL].

**Thank you again for your participation in the HBCC-NSAC Toolkit Study!**