

National Study of Low-Income Child Care

## Provider Rating System

Barbara D. Goodson  
Jean I. Layzer  
Carolyn J. Layzer

Abt Associates Inc.  
55 Wheeler Street  
Cambridge, MA 02138

## Primary Provider Rating Instructions–page 1

<b>Which Caregiver is Most Involved with the Children.</b> Circle which adult was most involved with the children over the course of the observation period or mark “equal” if both the main caregiver and the assistant were equally involved with the children.		
<b>1</b>	1–	The provider rarely pays attention to children or shows noticeable lack of interest in the children. Provider sometimes pays attention to, shows some interest in children, but sometimes shows signs of inattention or lack of interest.
	2–	Provider usually/consistently pays attention to and shows interest in children, through verbal responses, facial expressions, gestures, physical contact. Few signs of inattention or lack of interest.
	3–	
<b>2</b>	1–	The provider is rarely responsive to children’s language/vocalizations.
	2–	The provider sometimes responds; there are more than a few instances of not responding.
	3–	The provider usually/consistently responds verbally or non-verbally to children’s language/vocalizations.
<b>3</b>	1–	The provider does not talk to most children individually.
	2–	The provider has only one conversation with each child or has multiple conversations with some children and none with others.
	3–	The provider has multiple conversations with each child.
<b>4</b>	1–	The provider rarely shows affection to any child.
	2–	The provider shows affection to some children but not to others.
	3–	The provider shows affection to each child at least once.
<b>5</b>	1–	Provider rarely notices or offers help, or help is usually interfering rather than helpful.
	2–	Provider sometimes notices and offers help. Some opportunities are missed and/or some offers are interfering rather than helpful.
	3–	Provider usually/consistently notices when children need help and offers help when needed, but does not interfere or force help.
<b>6</b>	1–	Provider rarely acknowledges children’s efforts OR acknowledges efforts of only a few children.
	2–	Provider sometimes acknowledges children’s efforts but misses some opportunities OR provider only acknowledges efforts of some.
	3–	Provider usually/consistently acknowledges each child’s efforts either by praise or by talking about what a child has done.
<b>7</b>	1–	Provider rarely accepts children’s feelings OR accepts feelings of only a few children.
	2–	Provider sometimes accepts children’s feelings, but at other times appears unaccepting OR provider accepts feelings of only some of the children.
	3–	Provider usually/consistently accepts children’s feelings, not discounting or ignoring how the child feels or says he/she feels.
<b>8</b>	1–	Provider usually does not recognize signs of distress OR does not respond to them appropriately.
	2–	Provider sometimes recognizes, responds to signs of distress OR provider recognizes, responds to distress only in some children.
	3–	Provider usually/consistently recognizes and responds appropriately to distress for all children (comforts them with stress-reducing activities, helps children find quiet activities if overstimulated, responds to baby’s crying promptly and effectively).
	<b>4-</b>	<b><i>Children do not show signs of distress during observation.</i></b>
<b>9</b>	1–	No interactive games between provider and children.
	2–	Provider plays one or two interactive games.
	3–	Provider takes advantage of multiple opportunities to play interactive games--games involving reciprocal interaction between provider and child with each person responding to the actions of the other (i.e., peek-a-boo).
<b>10</b>	1–	Provider rarely holds babies.
	2–	Provider holds babies only some of the time OR provider holds some babies frequently, others rarely.
	3–	Provider holds babies much of the time and all babies are held at some point.
<b>4-</b>	<b><i>No children one year of age or younger present in setting during observation.</i></b>	
<b>11</b>	1–	Provider rarely states limits and consequences OR rarely states them clearly and calmly.
	2–	Provider sometimes states limits clearly and calmly. Sometimes may neglect to state them or may not state them clearly and calmly.
	3–	Provider usually/consistently states needed limits and usually/consistently states them clearly and calmly.
<b>12</b>	1–	Provider rarely helps children understand and express feelings.
	2–	Provider sometimes helps children understand and express feelings etc, but misses some opportunities OR provider only helps some children.
	3–	Provider usually/consistently helps children understand, express feelings and control impulses, by helping children talk through how they are feeling, giving them alternative strategies for expressing feelings or gaining control, etc.
<b>13</b>	1–	Provider rarely helps children notice others’ needs and feelings.
	2–	Provider sometimes helps children notice others’ needs and feelings OR provider only helps some children.
	3–	Provider usually/consistently helps children notice others’ needs and feelings, including pointing out how another child is feeling.
<b>14</b>	1–	Provider rarely helps children experience natural consequences but instead imposes arbitrary limits.
	2–	Provider sometimes helps children experience natural consequences, but sometimes or for some children sets arbitrary limits.
	3–	Provider usually/consistently helps children experience the natural consequences of their own misbehavior when it is safe to do so.
<b>4-</b>	<b><i>No child misbehavior observed.</i></b>	
<b>15</b>	1–	Provider usually forces children into activities, rarely letting them make choices about their activities.
	2–	Sometimes the provider forces children into activities rather than letting them decide (do not include transitions).
	3–	The provider usually/consistently does not force children into activities, but lets the children decide their own activities.

## Primary Provider Rating System

Which caregiver was most involved with the children?

Main caregiver                      Assistant #1    Main & Assistant Equally    Other adult

<b>National Family Child Care Accreditation Relationships and Learning Activities</b>		Usually True ----- Consistent Evidence	Partially/ Sometimes True ----- Some Evidence	Not True ----- Little/No Evidence	Not Applicable
<b>The Provider With Children--Caring and Responding</b>					
1.	The provider <b>shows interest</b> in what children say and do, and listens attentively to them.	1	2	3	
2.	The provider <b>responds to children=s language</b> and babies=vocalizations.	1	2	3	
3.	The provider <b>has conversations</b> with each child.	1	2	3	
4.	The provider <b>shows affection</b> to each child in some way, including gentle touch, kind words, special looks.	1	2	3	
5.	The provider <b>offers children help</b> when needed.	1	2	3	
6.	The provider <b>acknowledges specific aspects</b> of each child=s efforts and accomplishments.	1	2	3	
7.	The provider <b>accepts children=s feelings</b> .	1	2	3	
8.	The provider <b>recognizes signs of distress</b> in children and responds and comforts them with stress-reducing activities.	1	2	3	4 No distress
9.	The provider <b>plays interactive games</b> with the children.	1	2	3	
10.	The provider <b>holds babies</b> .	1	2	3	4 No children less than 1 yr
<b>The Provider with Children--Using Positive Guidance and Discipline</b>					
11.	The provider <b>states needed limits</b> and consequences clearly and calmly.	1	2	3	
12.	The provider <b>helps children learn to understand and express their feelings</b> and gain control over their impulses.	1	2	3	
13.	The provider <b>helps children to notice each other=s needs</b> and feelings.	1	2	3	
14.	The provider <b>helps children experience the consequences</b> of their own misbehavior when this is safe.	1	2	3	4 No misbehavior
15.	The provider <b>does not force children into activities</b> except during transitions.	1	2	3	

## Primary Provider Rating Instructions–page 2

<b>16</b>	<ul style="list-style-type: none"> <li>1- When provider gives instructions, she usually/consistently emphasizes what children should do.</li> <li>2- Provider’s instructions are a mixture of what children should do and what they should <u>not</u> do.</li> <li>3- Provider instructions focus on what the children should <u>not</u> do.</li> </ul>
<b>17</b>	<ul style="list-style-type: none"> <li>1- Provider usually/consistently helps children resolve conflicts by talking through feelings and solutions rather than resolving conflicts on her own without input from children.</li> <li>2- Sometimes, provider helps children resolve conflicts by talking through feelings and solutions but at other times misses opportunities.</li> <li>3- Provider rarely helps children resolve conflicts by talking through feelings and solutions, usually resolving conflicts on her own.</li> <li>4- <b><i>Only babies in care OR no conflict observed.</i></b></li> </ul>
<b>18</b>	<ul style="list-style-type: none"> <li>1- When necessary, provider usually/consistently redirects children to minimize their frustration, introduces a new activity or helps with current activity.</li> <li>2- Provider sometimes redirects children, but also misses some opportunities.</li> <li>3- Provider rarely redirects children, letting them become frustrated.</li> <li>4- <b><i>No frustrations.</i></b></li> </ul>
<b>19</b>	<ul style="list-style-type: none"> <li>1- When time out is used, it is usually/ consistently used in a positive manner and not for longer than appropriate.</li> <li>2- Time out sometimes used in positive manner and for an appropriate length of time, but sometimes used as punishment or is too long.</li> <li>3- Time out is rarely used in a positive manner, rather it is a punishment OR time outs are usually longer than is appropriate.</li> <li>4- <b><i>Time out/time away not used.</i></b></li> </ul>
<b>20</b>	<ul style="list-style-type: none"> <li>1- Provider can see or hear children at all times etc; no time when provider is out of the children’s range both visually and auditorily.</li> <li>2- Provider sometimes has children in her sight or hearing but there are times when this is not the case.</li> <li>3- There are significant periods of time when the children are out of range of the caregiver both visually and auditorily.</li> </ul>
<b>21</b>	<ul style="list-style-type: none"> <li>1- Provider’s supervision is usually/consistently appropriate for each child’s activities and abilities.</li> <li>2- Provider’s supervision is sometimes sufficient, but at times is less than is appropriate for typical activities.</li> <li>3- Provider’s supervision is rarely sufficient.</li> </ul>
<b>22</b>	<ul style="list-style-type: none"> <li>1- During potentially hazardous activities, the provider usually/consistently uses appropriate supervision, more than the supervision for typical activities.</li> <li>2- During potentially hazardous activities, the provider sometimes uses the appropriate special supervision, but at other times, the supervision is less than appropriate.</li> <li>3- During potentially hazardous activities, the provider rarely uses appropriate special supervision.</li> <li>4- <b><i>There are no potentially hazardous activities observed.</i></b></li> </ul>
<b>23</b>	<ul style="list-style-type: none"> <li>1- Children are not left in restraining equipment for more than 20 minutes in any 2-hour period unless they are sleeping.</li> <li>2- DO NOT USE.</li> <li>3- A non-sleeping child was left in restraining equipment for more than 20 minutes in any 2-hour period.</li> </ul>
<b>24</b>	<ul style="list-style-type: none"> <li>1- Provider does <u>not</u> use physical punishment (hitting, slapping, smacking, spanking, pinching) or humiliation (criticize, speak degradingly or sarcastically).</li> <li>2- Provider uses physical punishment or humiliation one or two times.</li> <li>3- Provider uses physical punishment or humiliation more than two times.</li> </ul>
<b>25</b>	<ul style="list-style-type: none"> <li>1- Provider does <u>not</u> handle children roughly (yanking, pulling, etc).</li> <li>2- Provider handles children roughly one or two times.</li> <li>3- Provider handles children roughly more than two times.</li> </ul>
<b>26</b>	<ul style="list-style-type: none"> <li>1- Provider does <u>not</u> criticize, shame, tease, threaten, or yell at children.</li> <li>2- Provider criticizes etc one or two times.</li> <li>3- Provider criticizes etc more than two times.</li> </ul>
<b>27</b>	<ul style="list-style-type: none"> <li>1- Provider does <u>not</u> dominate or exert unnecessary control over the children.</li> <li>2- Provider dominates or exerts unnecessary control one or two times.</li> <li>3- Provider dominates or exerts unnecessary control more than two times.</li> </ul>
<b>28</b>	<p>Power struggle=ongoing competition for power where each person tries to control/subdue the other.</p> <ul style="list-style-type: none"> <li>1- Provider usually/consistently avoids power struggles with children in which she fights children for control.</li> <li>2- Provider gets into one or two small struggles.</li> <li>3- Provider gets into more than two small power struggles or seems to have an ongoing struggle with at least one child.</li> </ul>

## Primary Provider Rating System

<b>National Family Child Care Accreditation Relationships and Learning Activities</b>		Usually True ----- Consistent Evidence	Partially/ Sometimes True ----- Some Evidence	Not True ----- Little/No Evidence	Not Applicable
16.	Provider <b>emphasizes what children should do</b> rather than what they should not do.	1	2	3	
17.	The provider <b>encourages and helps children resolve conflicts</b> by talking through feelings and solutions.	1	2	3	4 Only babies
18.	The provider <b>redirects children</b> to minimize their frustrations.	1	2	3	4 No frustrations
19.	If children are asked to take <b>time out</b> or time away from the group, this time is used to help the child gain self-control, rather than as a punishment.	1	2	3	4 Time out/time away not used

### The Provider with Children--Supervision

20.	The provider <b>can see or hear children</b> at all times or makes sure another adult is monitoring children. Children age 2 or under must be in line of sight when outside. Other arrangements may be made for children age 6 or over.	1	2	3	
21.	The provider <b>supervises every child as appropriate</b> for their activities and abilities.	1	2	3	
22.	Special supervision is given during <b>potentially hazardous activities</b> , including swimming, water play, woodworking, cooking, field trips.	1	2	3	4 No potentially hazardous activities
23.	Children are not left in <b>equipment that restrains</b> their movement for more than 20 minutes in any 2-hour period.	1		3	

### The Provider with Children--The Provider Does No Harm

24.	The provider <b>does not use physical punishment</b> or humiliation.	1	2	3	
25.	The provider <b>does not handle children roughly</b> .	1	2	3	
26.	The provider <b>does not criticize</b> , shame, tease, threaten, or yell at children.	1	2	3	
27.	The provider <b>does not take over or dominate</b> play or exert unnecessary control.	1	2	3	
28.	The provider <b>avoids power struggles</b> with children.	1	2	3	

### Primary Provider Rating Instructions–page 3

<b>29</b>	<ul style="list-style-type: none"> <li>1- The provider provides many opportunities (other than meal times) for children to do things together. Not necessarily structured group activities, just the provider taking advantage of times children may work/play together.</li> <li>2- The provider provides some opportunities and sometimes encourages children to work/play together, but also misses opportunities.</li> <li>3- The provider rarely provides opportunities or encourages children to work/play together.</li> <li><del>4-</del> <b><i>Only 1 child in care.</i></b></li> </ul>
<b>30</b>	<ul style="list-style-type: none"> <li>1- Provider takes advantage of many opportunities to teach children about sharing, taking turns, and cooperating, not necessarily through structured lessons, but rather by taking advantage of everyday situations.</li> <li>2- Provider takes some opportunities to teach children about sharing, taking turns, and cooperating, but misses some opportunities.</li> <li>3- Provider rarely teaches children about sharing, taking turns, and cooperating.</li> </ul>
<b>31</b>	<ul style="list-style-type: none"> <li>1- Provider takes many opportunities to teach and encourage older/more competent children to take care of others.</li> <li>2- Provider sometimes teaches and encourages older/more competent children to take care of others but also misses some opportunities.</li> <li>3- Provider rarely teaches and encourages older/more competent children to take care of others.</li> <li><del>4-</del> <b><i>Only 1 child OR all children are same age or competence level.</i></b></li> </ul>
<b>32</b>	<ul style="list-style-type: none"> <li>1- Provider takes many opportunities to teach social rules or limits to children, not necessarily in structured learning activities but perhaps in the context of everyday activities.</li> <li>2- Provider takes some opportunities to teach social rules or limits but also misses some opportunities.</li> <li>3- Provider rarely teaches social rules or limits to children.</li> </ul>
<b>33</b>	<ul style="list-style-type: none"> <li>1- Provider usually/consistently helps children notice teasing etc and stand up for each other.</li> <li>2- Sometimes the provider helps children notice teasing etc and to stand up for each other, but at other times ignores such behavior.</li> <li>3- Provider typically ignores teasing etc and rarely helps children notice it and stand up for each other.</li> <li><del>4-</del> <b><i>No teasing, bullying, or hurt-ful behavior observed.</i></b></li> </ul>
<b>34</b>	<ul style="list-style-type: none"> <li>1- Provider takes many opportunities to teach children about community members and their roles.</li> <li>2- Provider takes some opportunities to teach children about community members etc but also misses some opportunities.</li> <li>3- Provider rarely teaches children about community members etc.</li> </ul>
<b>35</b>	<ul style="list-style-type: none"> <li>1- Provider usually/consistently responds factually and respectfully to children’s curiosity about people’s similarities and differences.</li> <li>2- Sometimes the provider responds factually etc but at other times either ignores children’s curiosity or responds inappropriately.</li> <li>3- Provider rarely responds factually etc, instead ignoring children’s curiosity or responding inappropriately.</li> <li><del>4-</del> <b><i>No child curiosity observed.</i></b></li> </ul>
<b>36</b>	<ul style="list-style-type: none"> <li>1- During each half-day period, the provider gives children at least 60 minutes of free-time that is not predetermined and structured.</li> <li>2- DO NOT USE.</li> <li>3- The children are given less than 60 minutes of free-time during a half-day period.</li> </ul>
<b>37</b>	<ul style="list-style-type: none"> <li>1- Provider usually/consistently supports children’s play by observing etc.</li> <li>2- Sometimes the provider supports children’s play but at other times either ignores what children are doing or tries to control children’s play by strongly offering unneeded suggestions, changing direction, etc.</li> <li>3- Provider rarely supports children’s play, but instead either ignores what children are doing or tries to exert control over their play.</li> </ul>
<b>38</b>	<ul style="list-style-type: none"> <li>1- Children have many opportunities for active physical play--either indoors or outdoors.</li> <li>2- There are 1 or 2 opportunities for active physical play.</li> <li>3- There are no opportunities for active physical play.</li> </ul>
<b>39</b>	<ul style="list-style-type: none"> <li>1- Provider usually/consistently takes advantage of and builds upon natural learning experiences and “teachable moments”.</li> <li>2- Sometimes the provider takes advantage of and builds on natural learning experiences, but also misses some opportunities.</li> <li>3- Provider rarely takes advantage of and builds on natural learning experiences, missing many opportunities.</li> </ul>
<b>40</b>	<ul style="list-style-type: none"> <li>1- Children usually/consistently have an activity in which to engage. Opportunities can differ by age if the provider makes sure that everyone has something to do.</li> <li>2- There are some activities for all children, but there are a few instances when at least one child has nothing to do.</li> <li>3- There are many instances of children not having an activity in which to engage.</li> </ul>

## Primary Provider Rating System

<b>National Family Child Care Accreditation Relationships and Learning Activities</b>		Usually True ----- Consistent Evidence	Partially/ Sometimes True ----- Some Evidence	Not True ----- Little/No Evidence	Not Applicable
<b>The Provider with Children--Fostering Social Skills and Understanding</b>					
29.	The provider provides <b>opportunities for and encourages children to work together</b> on projects and play together at some time, in addition to meal times.	1	2	3	4 Only 1 child
30.	The provider <b>teaches children about sharing</b> , taking turns, and cooperating with each other.	1	2	3	
31.	The provider teaches and <b>encourages older and more competent children to help and take care of others</b> .	1	2	3	4 Only 1 child
*32.	The provider <b>teaches social rules</b> or limits to the children.	1	2	3	
33.	If there is any <b>teasing, bullying, or hurtful behavior</b> , the provider helps children notice it and stand up for each other and themselves, and assures that the outcome is fair and considerate of all.	1	2	3	4 No teasing, bullying, hurtful behavior
*34.	The provider <b>teaches children about community members</b> and their roles, and helps children get to know people in the community.	1	2	3	
35.	If children are <b>curious about people=s similarities and differences</b> , the provider responds factually and respectfully.	1	2	3	4 No curiosity observed
<b>Play Time</b>					
36.	The provider gives children <b>opportunities to make choices</b> and explore their interests in a variety of activities, for at least 60 minutes during each half-day period.	1		3	
37.	The provider actively <b>supports children=s play</b> by simply observing, offering materials, joining in, or making gentle suggestions as needed.	1	2	3	
38.	There is time for active physical play, either indoors or outdoors.	1	2	3	
<b>Supporting Learning</b>					
39.	The provider takes advantage of and builds upon the many natural learning experiences and <b>ateachable moments@</b> as they arise.	1	2	3	
40.	All children have activities in which they can engage at all times. If children are discouraged from participating in one activity (due to age or safety reasons), the provider engages them in something else.	1	2	3	

## [Primary Provider Rating–page 4

<b>41</b>	<ul style="list-style-type: none"> <li>1-</li> <li>2-</li> <li>3-</li> </ul>	<p>Provider usually/consistently helps children talk about what they are doing and thinking by asking open-ended questions (ex: who, what, where, why, when) rather than questions that only invite single word responses (ex: do you like the blocks, do you want more).</p> <p>Provider sometimes asks open-ended questions but also misses opportunities by asking short-response questions.</p> <p>Provider rarely asks open-ended questions, instead asking short-response questions.</p>
<b>42</b>	<ul style="list-style-type: none"> <li>1-</li> <li>2-</li> <li>3-</li> </ul>	<p>Provider usually/consistently helps children learn specific skills and concepts.</p> <p>Provider sometimes helps children learn specific skills and concepts, but also misses opportunities to teach children.</p> <p>Provider rarely helps children learn specific skills and concepts.</p>
<b>43</b>	<ul style="list-style-type: none"> <li>1-</li> <li>2-</li> <li>3-</li> </ul>	<p>Provider usually/consistently teaches children to take care of the equipment etc; takes advantage of opportunities during activities.</p> <p>Provider sometimes teaches children to take care of the equipment etc but also misses some opportunities.</p> <p>Provider rarely teaches children to take care of the equipment etc.</p>
<b>44</b>	<ul style="list-style-type: none"> <li>1-</li> <li>2-</li> <li>3-</li> </ul>	<p>When new activities arise, the provider usually/consistently introduces them and orients children to what is involved.</p> <p>When new activities arise, the provider sometimes introduces them and orients children but at other times neglects to do so, leaving children to figure out what to do on their own.</p> <p>When new activities arise, the provider rarely introduces them or orients children; leaves them to figure out what to do on their own.</p>
<b>45</b>	<ul style="list-style-type: none"> <li>1-</li> <li>2-</li> <li>3-</li> </ul>	<p>Provider reads at least one book to children (or all children are able to read).</p> <p>DO NOT USE.</p> <p>Provider does not read at least one book to children.</p>
<b>46</b>	<ul style="list-style-type: none"> <li>1-</li> <li>2-</li> <li>3-</li> </ul>	<p>Provider usually/consistently encourages children to look at or read books on their own. Books are available to children a large portion of the time; reading on own is often suggested.</p> <p>Provider sometimes encourages children to look at or read books on their own. Books are only available some of the time.</p> <p>Provider rarely encourages children to look at or read books on their own. Books are often not available; reading is rarely suggested.</p>
<b>47</b>	<ul style="list-style-type: none"> <li>1-</li> <li>2-</li> <li>3-</li> </ul>	<p>Provider usually/consistently gives children opportunities to learn about shapes/sounds of letters/words in their environment, helping them write in the context of ongoing activities. May or may not be structured opportunities, can be during ongoing activities.</p> <p>Provider gives children some opportunities to learn about letters, but they are not consistent. Opportunities may only occur during a few structured activities or only inconsistently in the context of ongoing activities.</p> <p>Provider gives children no opportunity to learn about letters, either through structured activities or during ongoing activities.</p>
<b>48</b>	<ul style="list-style-type: none"> <li>1-</li> <li>2-</li> <li>3-</li> </ul>	<p>Provider often encourages children to use math in everyday contexts including during the above activities when counting, numbers and other math-related concepts are present.</p> <p>Provider sometimes encourages children to use math in everyday contexts, but also misses some opportunities.</p> <p>Provider rarely encourages children to use math in everyday contexts.</p>
<b>49</b>	<ul style="list-style-type: none"> <li>1-</li> <li>2-</li> <li>3-</li> </ul>	<p>Provider gives children 3 or more opportunities to explore the natural and physical environment.</p> <p>Provider gives children 1 or 2 opportunities to explore the natural and physical environment.</p> <p>Provider gives children no opportunity to explore the natural and physical environment.</p>
<b>50</b>	<ul style="list-style-type: none"> <li>1-</li> <li>2-</li> <li>3-</li> <li>4-</li> </ul>	<p>Art activities are usually/consistently open-ended and self-directed. If there was only 1 art activity and it was open-ended, code a 1.</p> <p>Some art activities are open-ended, but some are structured.</p> <p>Art activities are not open-ended.</p> <p><b><i>No art activities observed.</i></b></p>
<b>51</b>	<ul style="list-style-type: none"> <li>1-</li> <li>2-</li> <li>3-</li> </ul>	<p>There are multiple examples of children’s art visible or available, not showing preference for pretty or realistic work.</p> <p>There is some children’s art visible but not much or there is some tendency to prefer pretty or realistic work.</p> <p>There are no examples of children’s art visible or available or there is a strong preference for pretty or realistic work.</p>
<b>52</b>	<ul style="list-style-type: none"> <li>1-</li> <li>2-</li> <li>3-</li> </ul>	<p>Provider gives children multiple opportunities to make music, chants, using voices or instruments (purchased or home-made).</p> <p>Provider gives children a single opportunity to make their own music etc.</p> <p>There are no opportunities for children to make their own music etc.</p>
<b>53</b>	<ul style="list-style-type: none"> <li>1-</li> <li>2-</li> <li>3-</li> </ul>	<p>Provider gives children multiple opportunities to dance or move creatively</p> <p>Provider gives children a single opportunity to dance etc.</p> <p>Provider gives children no opportunities to dance etc.</p>
<b>54</b>	<ul style="list-style-type: none"> <li>1-</li> <li>2-</li> <li>3-</li> <li>4-</li> </ul>	<p>TV or video watching or computer use is limited to 1 hour or 1 full length movie during the observation. Alternate activities are available for non-watchers OR no watching of movies or TV or computer use observed. DO NOT USE.</p> <p>TV or video watching or computer use is longer than 1 hour or 1 full-length movie OR alternate activities are not available.</p> <p>No watching of movies or TV was observed.</p>
<b>55</b>	<ul style="list-style-type: none"> <li>1-</li> <li>2-</li> <li>3-</li> <li>4-</li> </ul>	<p>TV programs, movies, computer/video games, and music are not violent, stereotyped, sexually explicit, or inappropriate for children.</p> <p>There are 1 or 2 examples of slightly inappropriate material for children.</p> <p>There are many examples of slightly inappropriate material or at least one example of definitely inappropriate material for children.</p> <p>No TV, videos, computer, video games, or music observed.</p>



## Primary Provider Rating System

<b>National Family Child Care Accreditation</b>		Usually True ----- Consistent Evidence	Partially/ Sometimes True ----- Some Evidence	Not True ----- Little/No Evidence	Not Applicable
<b>Relationships and Learning Activities</b>					
41.	The provider helps children talk about what they are doing and thinking by asking <b>open-ended questions</b> , i.e., questions that encourage a thoughtful response rather than a brief answer.	1	2	3	
42.	The provider helps children learn <b>specific skills and concepts</b> , including self-help skills, especially when they are interested or having trouble.	1	2	3	
43.	The provider teaches children to <b>take care of the equipment</b> , materials, and the environment.	1	2	3	
*44.	The provider <b>introduces</b> and/or orients children to what is involved in <b>new activities</b> .	1	2	3	
<b>Supporting Learning-- Activities</b>					
45.	The provider <b>reads at least one book</b> to children, or all of the children are able to read.	1		3	
46.	The provider <b>encourages children to look at or read</b> books on their own.	1	2	3	
47.	The provider gives children <b>opportunities to learn about shapes and sounds</b> of letters and words in their environment.	1	2	3	
48.	The provider encourages children <b>to use math</b> in everyday contexts.	1	2	3	
49.	The provider gives children <b>opportunities to explore the natural and physical environment</b> .	1	2	3	
50.	<b>Creative activities are open-ended</b> and child-directed.	1	2	3	
51.	<b>Evidence of children=s art</b> and other work products is visible or readily available and does not show preference for work that looks realistic or pretty.	1	2	3	
52.	The provider gives children opportunities to <b>make their own music</b> , chants, or fingerplays with their voices or instruments (purchased or home-made).	1	2	3	
53.	The provider gives children opportunities to <b>dance or move creatively</b> .	1	2	3	
54.	If children <b>watch television or videos</b> or use a computer, the time is limited to no more than 1 hour or one full-length movie during observation. Alternate activities are available for children.	1		3	4 No watching of movies or TV
55.	Any <b>television program</b> , video, computer program, video game, or music used with children is <b>not inappropriate</b> (violent, stereotyped, sexually explicit, or otherwise inappropriate).	1	2	3	4 No TV, videos, computer, or video games

## Summary Rating of Provider

<b>1</b>	<p>1- Provider is consistently relaxed and comfortable, no evidence of tension, at ease with the children, with the activities, and in talking with the observer (an initial period of slight tension is acceptable if it dissipates shortly after the observation begins).</p> <p>2- Provider is mostly relaxed but does exhibit some tension.</p> <p>3- Provider has almost equal periods of tension and relaxation.</p> <p>4- Provider is more tense than relaxed, but does show some signs of relaxation.</p> <p>5- Provider is consistently tense, no evidence of relaxation or comfort.</p>
<b>2</b>	<p>1- Provider is very often harsh or threatening to the children, showing few signs of gentleness. May be verbal or nonverbal</p> <p>2- Provider is often brusque or abrupt with children, and may display some harsh or threatening behavior.</p> <p>3- Provider displays equal parts brusque or gruff as well as gentle behavior with children.</p> <p>4- Provider is gentle with the children but not overly so, displaying some brusque or gruff behavior.</p> <p>5- Provider is very gentle with children throughout the observation, not displaying any harsh or threatening behavior.</p>
<b>3</b>	<p>1- Provider is in control throughout the observation, never appearing out of control (yelling excessively, unnecessary physical force).</p> <p>2- Provider is mostly in control, but has 1 or 2 minor incidents of a lack of control.</p> <p>3- Provider has 3 or more minor incidents of a lack of control or 1 more serious incidence.</p> <p>4- Provider has more than 1 serious incidence of lack of control, but lack of control is not consistent.</p> <p>5- Provider appears to be out of control many times over the course of the observation</p>
<b>4</b>	<p>1- Provider seems tired or weak throughout the observation, showing a lack of energy or ability to physically interact with the children.</p> <p>2- Provider seems somewhat tired or weak but has a few spurts of energy.</p> <p>3- Provider seems physically able to care for the children but doesn't attempt to join them in their physical play.</p> <p>4- Provider seems physically able to care for the children but only interacts with them physically once or twice.</p> <p>5- Provider seems physically able to care for the children and interact with them physically, often joining in their physical play.</p>
<b>5</b>	<p>1- Provider obviously enjoys all the children, verbally (complimenting children, telling them she enjoys them, smiling, etc) and nonverbally (hugs, kisses, caresses, etc).</p> <p>2- Provider seems to enjoy the children, but is not effusive with praise or delight. May be inconsistent in her enjoyment (more effusive with some children than with others), but does not show obvious signs of <u>not</u> enjoying any child (disgust, unkind words, boredom).</p> <p>3- Provider sometimes is indifferent to the children, neither enjoying or not enjoying them. She may show a few minor signs of enjoyment or lack of enjoyment to a few children.</p> <p>4- Provider shows signs of <u>not</u> enjoying the children either through boredom or negative affect. She may enjoy one or two children but for most she shows some signs of a lack of enjoyment.</p> <p>5- Provider consistently shows a lack of enjoyment for the children, appearing bored or negative most of the time.</p>
<b>6</b>	<p>1- Provider is inattentive to what the children are doing most of the time, only tuning in for a crisis. She may be otherwise engaged (TV, book) or just "spacing out".</p> <p>2- Provider displays more than 1 major instance of inattentiveness, but this is not typical/consistent.</p> <p>3- Provider is sometimes alert and paying attention but there are more than 2 instances of minor inattentiveness or 1 major instance.</p> <p>4- Provider is usually alert and paying attention to the children but has 1 or 2 minor instances where she is not paying attention.</p> <p>5- Provider is consistently alert and paying attention to the activities in which the children are engaged. No signs of inattentiveness. If the caregiver has to give part of her attention to another activity (a phone call), she is still alert and aware of the children.</p>
<b>7</b>	<p>1- Provider is usually/consistently patient with the children, never hurrying unnecessarily from one activity to another. She lets children do tasks at their own pace. She may prod children if they get off-task, but this is not done in an impatient manner.</p> <p>2- Provider is often patient with the children but there are 1 or 2 times where she is slightly hurried (do not count instances if it is done for the children's safety, i.e., hurrying them across the street).</p> <p>3- There are more than 2 times when the provider is slightly hurried or 1 time when she loses her patience and becomes very hurried.</p> <p>4- There are 2 or more times when the provider is more than slightly impatient, but there are still some instances of patience.</p> <p>5- The provider often is hurried and impatient, as if children are moving too slowly for her or not doing what she wants fast enough.</p>
<b>8</b>	<p>1- Provider is usually/consistently rigid and unyielding; her schedule and rules are inflexible. There is no evidence of flexibility in her words or actions. Do not count instances where the provider is trying to carry out <u>necessary</u> schedule changes, but include instances when children's needs and wants are ignored to stick to some pre-planned arbitrary schedule.</p> <p>2- Provider is mostly rigid but at times displays some flexibility.</p> <p>3- Provider displays almost equal parts flexibility and rigidity.</p> <p>4- Provider is mostly flexible but a few times displays minor rigidity.</p> <p>5- Provider is consistently flexible; there is either no schedule or no concern with following it if the children would rather do something else. There are few rules except those which protect the safety of the children. This does not mean that the children always get their way, but that the provider does not impose unnecessary time limits or restraints and will attend to the children's needs and wants.</p>
<b>9</b>	<p>1- Provider is usually/consistently involved with the children, rarely leaving them to attend to other needs. She does not necessarily have to be constantly interacting with the children but may just be watching with interest and ready to interact when appropriate.</p> <p>2- Provider is usually involved with the children, but there are 1 or 2 short times when she is not involved.</p> <p>3- There are 3 or more short times or 1 extended period when the provider is not involved with the children.</p> <p>4- Provider is pretty uninvolved with the children, but occasionally becomes involved at times other than to solve problems.</p> <p>5- Provider is consistently uninvolved with the children, only becoming involved to solve major problems or crises.</p>

## Primary Provider Rating System

### Summary Rating of Caregiver

For each set of characteristics, circle one number which best represents your overall impression of the caregiver.

1.	Relaxed and comfortable					Tense
	1	2	3	4		5
2.	Harsh or threatening					Gentle
	1	2	3	4		5
3.	In control					Out of control
	1	2	3	4		5
4.	Tired or weak					Physically competent
	1	2	3	4		5
5.	Enjoys children					Does not enjoy children
	1	2	3	4		5
6.	Inattentive					Alert
	1	2	3	4		5
7.	Patient					Hurried
	1	2	3	4		5
8.	Rigid					Flexible
	1	2	3	4		5
9.	Involved					Uninvolved
	1	2	3	4		5

## Arnett Global Caregiver Rating

<b>1</b>	<ul style="list-style-type: none"> <li>1- Does not speak warmly to the children.</li> <li>2- Speaks warmly to the children a few times.</li> <li>3- Speaks warmly most of the time, but there are a few times when she does not.</li> <li>4- Consistently speaks warmly to the children.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>1- Never seems critical of the children, either in the way she speaks to them or in her non-verbal gestures and expressions.</li> <li>2- Is usually not critical of the children, but there are a few instances when her verbal or non-verbal actions are critical.</li> <li>3- Is often critical of the children, but there are times when she is not critical.</li> <li>4- Is critical of the children most of the time.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>1- Does not listen attentively when children speak to him/her. She either totally ignores what they say or she gives very cursory answers.</li> <li>2- Often does not listen attentively, but there are some moments when she does listen.</li> <li>3- Usually listens attentively but there are some moments when she appears not to.</li> <li>4- Consistently listens attentively.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>1- Does not appear to place a high value on obedience. She doesn't appear to care about rules or social conventions or whether children follow them.</li> <li>2- Places some value on obedience, expecting children to follow a few rules or conventions.</li> <li>3- Places a lot of value on obedience, usually expecting children to follow rules or conventions. There are a few times, though, where seems willing to let the rules slide.</li> <li>4- Places a high value on obedience, consistently expecting that children will follow her rules or social conventions.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>1- Does not seem at all distant or detached from the children. She is consistently involved or watching the children with interest; the involvement may be positive or negative.</li> <li>2- Is usually not distant or detached, but there are a few instances when she seems less than involved.</li> <li>3- Is usually distant or detached, but there are some instances when she is involved.</li> <li>4- Is consistently distant or detached.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>1- Consistently does not seem to enjoy the children. She may be either harsh or show a lack of affect.</li> <li>2- Usually does not seem to enjoy the children, but there are a few instances of enjoyment.</li> <li>3- Usually seems to enjoy the children, but there are some instances when she does not show enjoyment (may be either harsh or detached).</li> <li>4- Consistently seems to enjoy the children.</li> </ul>
<b>7</b>	<ul style="list-style-type: none"> <li>1- Does not explain reasons for rules to children when they misbehave. She may either ignore misbehavior or punish children without explanation.</li> <li>2- Does not usually explain reasons, but there are a few instances when she does give explanations.</li> <li>3- Usually explains the reasons for the rules, but there are a few instances when she does not.</li> <li>4- Consistently explains the reasons for the rules.</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>1- Does not encourage children to try new experiences. She may either actively dissuade them from trying new experiences or simply neglect to encourage them.</li> <li>2- Usually does not encourage children to try new experiences, but there are a few instances when she does give encouragement.</li> <li>3- Often encourages children to try new experiences, but there are a few times when this encouragement is lacking.</li> <li>4- Consistently encourages children to try new experiences, providing them with opportunities and helping them explore.</li> </ul>
<b>10</b>	<ul style="list-style-type: none"> <li>1- Does not speak with irritation or hostility to the children.</li> <li>2- Usually does not speak with irritation etc, but there are a few instances of irritation as evidenced by her words and/or tone of voice.</li> <li>3- Often speaks with irritation etc, but there are some instances when she does not speak irritably.</li> <li>4- Consistently speaks with irritation etc.</li> </ul>
<b>11</b>	<ul style="list-style-type: none"> <li>1- Does not seem at all enthusiastic about children's activities and efforts. She may be either harsh or detached.</li> <li>2- Does not usually seem enthusiastic but there are a few instances of enthusiasm.</li> <li>3- Usually seems enthusiastic about the children's activities and efforts, but there are a few instances of a lack of enthusiasm. This lack of enthusiasm may be evidenced either through harshness or detachment, not paying attention.</li> <li>4- Consistently seems enthusiastic about the children's activities and efforts.</li> </ul>
<b>12</b>	<ul style="list-style-type: none"> <li>1- Does not threaten children in trying to control them. She may still try to control the children, she just uses means other than threats.</li> <li>2- Does not usually use threats when trying to control children, but there are a few instances when threats are used.</li> <li>3- Usually uses threats when trying to control children, but there are some instances when she tries to control children in other ways.</li> <li>4- Consistently uses threats to try to control children.</li> </ul>
<b>13</b>	<ul style="list-style-type: none"> <li>1- Does not spend much time at all engaged in activities that do not involve the children. She is consistently involved with the children.</li> <li>2- Usually involved with the children, although there are a few instances when she is involved in other activities and is not really communicating with the children.</li> <li>3- For much of the time the provider is not involved in activities with the children, but there are some instances of involvement.</li> <li>4- Consistently spends time in activities that do not involve interaction with the children.</li> </ul>

<b>Arnett Global Caregiver Rating</b>						
<b>To what extent are each of the following statements characteristic of this caregiver? For each item, circle one number.</b>		<b>Not at all</b>	<b>Somewhat</b>	<b>Quite a bit</b>	<b>Very much</b>	<b>Not enough information to evaluate</b>
1.	Speaks warmly to the children.	1	2	3	4	x
2.	Seems critical of the children.	1	2	3	4	x
3.	Listens attentively when children speak to her/him.	1	2	3	4	x
4.	Places high value on obedience.	1	2	3	4	x
5.	Seems distant or detached from the children.	1	2	3	4	x
6.	Seems to enjoy the children.	1	2	3	4	x
7.	When children misbehave, explains the reason for the rule they are breaking.	1	2	3	4	x
8.	Encourages the children to try new experiences.	1	2	3	4	x
9.	Blank.					
10.	Speaks with irritation or hostility to the children.	1	2	3	4	x
11.	Seems enthusiastic about the children=s activities and efforts.	1	2	3	4	x
12.	Threatens children in trying to control them.	1	2	3	4	x
13.	Spends considerable time in activity not involving interaction with the children.	1	2	3	4	x

14	1- 2- 3- 4-	Does not pay positive attention to the children as individuals. She does not talk to children individually or pick any child out of the group. If she does pay particular attention to one child, it is negative attention rather than positive. Does not usually pay positive attention to children as individuals but there are a few instances when she singles children out in a positive manner or interacts with a child individually. Usually pays positive attention to children as individuals but there are times when she misses opportunities or some children to whom she has not paid individual attention. Consistently pays positive attention to all children over the course of the observation.
16	1- 2- 3- 4-	Does not talk to children on a level appropriate for their developmental level, and does not alter her language to adjust to children's level of understanding. Usually does not talk to children on a level appropriate for their developmental level, but in a few instances does talk at a level children understand. Usually talks on a level children can understand, altering her behavior for children of different developmental levels, but there are some instances where her level of speech is inappropriate. Consistently talks on a level children can understand.
17	1- 2- 3- 4-	Does not punish children without explanation. Usually explains the reasons for being punished, but a few times neglects to do so. Usually does not explain the reasons for punishment, but does explain a few times. Does not explain why to children when she punishes them.
19	1- 2- 3- 4-	Does not encourage prosocial behavior. Usually does not take advantage of situations to encourage prosocial behavior, but there are a few times when she does encourage such behavior. Usually takes advantage of opportunities to encourage prosocial behavior, but also misses a few opportunities. Consistently takes advantage of opportunities to encourage prosocial behavior.
20	1- 2- 3- 4-	Does not find fault easily with children. Does not blame them needlessly or extensively. Usually does not find fault easily, but there are a few times when she is quick to blame a child or tell them they are wrong. Often finds fault easily with children, but this behavior is not consistent. Consistently finds fault easily with children, being quick to lay blame.
21	1- 2- 3- 4-	Does not seem at all interested in children's activities. Ignores them or is consistently involved in other activities. Usually does not seem interested in children's activities, but a few times shows some interest in their activities. Usually seems interested in children's activities, but there are a few instances when she seems more interested in something else. Consistently seems interested in children's activities.
22	1- 2- 3- 4-	Does not prohibit most things the children want to do but usually lets the children do what they want. Do not include prohibited activities that are dangerous or potentially dangerous. Does not prohibit most non-dangerous activities, but in some instances prohibits activities unnecessarily. Prohibits many of the activities the children want to do, but not all. Prohibits most of the activities that children want to do.
23	1- 2- 3- 4-	Does not supervise the children very closely, often leaving the children alone, out of her sight and/or hearing. Usually does not supervise the children very closely, but there are times when she seems to make an effort to keep them in her sight or hearing. Usually supervises the children appropriately, but there are a few times where they are not supervised carefully. Consistently supervises children closely, rarely letting them out of her sight or hearing and then only for very short amounts of time.
25	1- 2- 3- 4-	Does not kneel, bend etc when talking to children but talks to them from her level. Usually does not kneel etc when talking, but there are a few instances where she does. Usually kneels etc when talking, but also misses some opportunities. Consistently moves to children's height when talking to them.
26	1- 2- 3- 4-	Does not seem <u>unnecessarily</u> harsh when scolding children. Usually does not seem unnecessarily harsh, but there are a few situations of unnecessary harshness. Often seems unnecessarily harsh, but there are some situations where she is not unnecessarily harsh. Consistently unnecessarily harsh when scolding or prohibiting.

## Primary Provider Rating System

To what extent are each of the following statements characteristic of this caregiver? For each item, circle one number.		Not at all	Somewhat	Quite a bit	Very much	Not enough information to evaluate
14.	Pays positive attention to the children as individuals.	1	2	3	4	x
15.	Blank					
16.	Talks to the children on a level they can understand.	1	2	3	4	x
17.	Punishes the children without explanation.	1	2	3	4	x
18.	Blank					
19.	Encourages children to exhibit prosocial behavior, e.g. sharing, cooperating.	1	2	3	4	x
20.	Finds fault easily with the children.	1	2	3	4	x
21.	Seems interested in the children=s activities.	1	2	3	4	x
22.	Seems to prohibit many of the things the children want to do.	1	2	3	4	x
23.	Supervises the children very closely.	1	2	3	4	x
24.	Blank					
25.	When talking to children, kneels, bends or sits at their level to establish better eye contact.	1	2	3	4	x
26.	Seems unnecessarily harsh when scolding or prohibiting children.	1	2	3	4	x