

# Family Child Care: Child Abuse: Prevention Competency Reflection

## Competency Reflection

Each statement below refers to behaviors or attributes you should demonstrate when interacting with children and families. Many of the competencies are directly observable during your typical workday. Other competencies may be assessed through conversations with your trainer, coach, or administrator. For each of the statements, select your current level of mastery. A similar version of this tool will be used by your trainer, coach, or administrator to guide their observation of your competencies in this content area.

### E Emerging

You believe you need more information to understand or incorporate a particular competency into your practice

### D Developing

You believe you have an understanding of the competency, and are working to properly apply it your work

### M Mastered

You believe you have fully mastered and consistently implement a particular competency

COMPETENCY	REFLECTION			NOTES
<b>I Direct Observation</b>				
1 Use and model guidance strategies that help children solve problems and engage in positive social interactions.	E	D	M	
2 Respond in a comforting way to children's fears.	E	D	M	
3 Support children's transitions between learning areas.	E	D	M	
4 Encourage children to express and label their feelings.	E	D	M	
5 Read books about feelings to the children in care.	E	D	M	
6 Use words that encourage children and families.	E	D	M	
<b>II Observation or Conversation</b>				
1 Observe children for signs of abuse or neglect.	E	D	M	
2 Share resources with families that may prevent abuse or neglect.	E	D	M	
3 Establish secure bonds with the children.	E	D	M	
4 Use knowledge of developmental milestones to make positive decisions for children.	E	D	M	
5 Share information about child development with families.	E	D	M	
6 Recognize the features in my family child care home that help prevent child abuse and neglect.	E	D	M	

COMPETENCY	REFLECTION			NOTES
7 Participate in professional development opportunities to learn more about child development.	E	D	M	
8 Observe the children in care and recognize age-appropriate behaviors.	E	D	M	
9 Ask for help when needed from a trainer, coach or family child care administrator.	E	D	M	
10 Ensure a smooth transition for families and children when new children join/exit the program.	E	D	M	
11 Help children process their emotions when children join/leave the program.	E	D	M	
12 Use age-appropriate strategies to teach friendship skills.	E	D	M	
13 Ask for feedback from a trainer, coach or family child administrator about the guidance strategies used in your family child care home.	E	D	M	
14 Practice stress relieving techniques when feeling overwhelmed.	E	D	M	
15 Try to understand possible reasons for a child's behavior.	E	D	M	
16 Recognize potential signs or red flags that could lead to child abuse or neglect in your family child care home.	E	D	M	
17 Follow service or licensing regulations that help to minimize the potential for child abuse or neglect.	E	D	M	

### III Environmental Evidence

- |  |   |   |   |  |
|--|---|---|---|--|
| 1 Plan activities and offer materials to teach and reinforce concepts about emotions and feelings. | E | D | M |  |
| 2 Post the program's Guidance and Touch policy where families can easily read it.                  | E | D | M |  |

### IV Concluding Reflections

My overall strengths in this area:

COMPETENCY

REFLECTION

NOTES

I want to strengthen my practice in:

My plans to achieve these goals: