

NH SHARED PROFESSIONAL EARLY CHILDHOOD COMPETENCIES GLOSSARY

Terms	Definitions
Aesthetic Development	Aesthetic development in children is the emergence of the ability to appreciate and critically evaluate art. Art pertains to any form of artistic expression. Aesthetic appreciation is usually a reflection of the senses rather than of artistic ability. It means the ability to enjoy beauty, NOT to create it.
Anti-Bias Perspective	<p>Anti-bias curriculum is an approach to early childhood education that sets forth values-based principles and methodology in support of respecting and embracing differences and acting against bias and unfairness. Anti-bias teaching requires critical thinking and problem solving by both children and adults. The overarching goal is creating a climate of positive self and group identity development, through which every child will achieve her or his fullest potential.</p> <p>The highlighted part of the definition seems to refer to multicultural education rather than an anti-bias perspective. A good definition of anti-bias perspective can be found in <i>Anti-Bias Education for Young Children and Ourselves</i> by Louise Derman Sparks and Julie Olson Edwards (NAEYC, 2010).</p>
Assessment Process	Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what children know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.
Atypical & Typical Development	<p>Typical development refers to ages and stages of children’s development that tend to be observed in the majority of children around the world. These stages are usually achieved in somewhat predictable age ranges.</p> <p>Atypical development refers to development taking a more unique individual Range that falls outside of the usual norms or age spans.</p> <p>Teachers sometimes refer to chronological age and developmental age to indicate that a child, for example, who is four years old and in a group of chronological peers is functioning “developmentally” at age 2.5 or 3 years...atypical for the majority of four year olds.</p>
Childhood Disorders	Any illness, impairment, or abnormal condition that affects primarily infants and children—i.e., those in the age span that begins with the fetus and extends through adolescence.
Conceptual Frameworks	A conceptual framework is an analytical tool with several variations and contexts. It is used to make conceptual distinctions and organize ideas. Strong conceptual frameworks capture something real and do this in a way that is easy to remember and apply.
Confidentiality	Confidentiality is a set of rules or a promise that limits access or places restrictions on certain types of information. All of us who work with young children and their families have a responsibility to keep family information private. This impacts how we keep and share records, how we collaborate with other professionals when care for children and families is shared and a variety of other professional contexts that deserve our attention.
Creativity	Creativity is a phenomenon whereby something new and in some way valuable is created (such as an idea, a joke, a literary work, painting or musical composition, a solution, an invention etc.). The range of scholarly interest in creativity includes a multitude of definitions and approaches involving several disciplines such as psychology, cognitive science, education, and sociology.

NH SHARED PROFESSIONAL EARLY CHILDHOOD COMPETENCIES GLOSSARY

Culturally Sensitive	Cultural Sensitivity is a set of skills that enables one to learn about and get to know people who are different from one's own cultural group. Individuals within every racial, ethnic or cultural group still differ from each other in many significant ways. Sensitivity to difference involves learning from others and
Developmentally-Appropriate Practice	Developmentally appropriate practice, often shortened to DAP, is an approach to teaching children grounded in the research on how they develop and learn. Its framework is designed to promote young children's optimal learning and development.
Developmental Screening	Identifies children at risk for learning problems or disabilities, focus on developmental tasks. Ages & Stages Questionnaire (ASQ) covers major domains with increasing emphasis on social/emotional development, screenings such as ASQ/SE are being implemented. Tracking children's growth in self-regulation, cooperative play and problem solving is critical to looking at the whole child.
Ethical Conduct	Ethical conduct can be viewed in a variety of contexts. For those involved with supporting young children and their families, ethical conduct means demonstrating respect for key moral principles that include honesty, fairness, equality, dignity, diversity and individual rights. It also encompasses the aspects of confidentiality that apply to sensitivity to family privacy and parental concerns for the wellbeing of their children. Those of us who work with young children and their families must consider our responsibilities to individual children, their families, their communities, our colleagues and the state or federal mandates for the work we are engaged in.
Familial & Cultural Context	Aggregate of attitudes, ideas and ideals, and environment, which a person inherits from his/her parents and ancestors. Individual aspects of culture and communities must also be considered.
Grievance Policy	Individual agencies should have written policies or procedures that support families or employees in seeking fair resolution to differences.
Group Process	A group is defined as "a collection of individuals that have shared common interests or experiences." A group develops relationships and generates an energy, or identity, that is different together than when individuals are by themselves or with others. Group process has different meaning depending on the context in which it is defined. Group process for those who work with children and families could involve such activities as a parent board, a faculty board, a group of medical specialists, or a group of a variety of individuals involved in planning for the support of an individual child.
Holistic	Characterized by comprehension of the parts of something as intimately interconnected and explicable only by reference to the whole. For those who work with young children, a holistic approach means considering social/emotional, cognitive, physical and behavioral health, family, cultural and community development when creating goals for each individual child.
Implementation Plans	Detailed listing of activities, costs, expected difficulties, and schedules that are required to achieve the objectives of the strategic plans. Frequently, implementation plans are a collaborative effort that include the perspectives of professionals from diverse disciplines...all contributing to the best approach to supporting a child's growth and development.

NH SHARED PROFESSIONAL EARLY CHILDHOOD COMPETENCIES GLOSSARY

Informed Consent	Permission granted in the knowledge of the possible consequences, typically that which is given by a patient to a doctor for treatment with full knowledge of the possible risks and benefits.
Inherent Bias	The phrase "inherent bias" refers to the effect of underlying factors or assumptions that skew viewpoints a subject under discussion. There are multiple formal definitions of "inherent bias" which depend on the particular field of study.
Jargon-Free	Every discipline, it would seem, has its own language shortcuts to make "in-house" communication easier and more efficient. Acronyms predominate as we feel the pressure to be brief. As we all respond to the benefits to children and their families of professional collaborations, it's important to remember that everyone does not know the "short cuts" of our specific discipline. Writing out acronyms and using language, generally understood by all is important to clear communications.
Logical Consequences	Logical consequence is one of the most fundamental concepts in logic. It is the relationship between statements that holds true when one logically "follows from" one or more others. For young children logical consequences involve responses from adults that make sense in the present context. If you throw sand in the sandbox...you need to take some time away to use the slide. If you rip pages of the book, you need to help your teacher tape the rip.
Mandatory Reporting Laws	By law, mandatory reporters must report suspected abuse or neglect of a child regardless of whether or not the knowledge of the abuse was gained in the reporter's official capacity. In other words, the mandatory reporting of abuse or neglect of children is a 24-hour obligation.
Natural Consequences	Natural consequences for young children involve making connections between actions and what happens next. If Tammy takes off her jacket because Heather did, the fact that she will soon feel chilly is a natural consequence. If Timmy refuses to finish his lunch, the natural consequences will be he is very hungry before its time for snack!
Non-Verbal Communication	Nonverbal communication is the process of communication through sending and receiving wordless cues between people. It is sometimes mistakenly referred to as body language but nonverbal communication encompasses much more, such as use of voice, touch, distance, and physical environments/appearance.
Positive Reinforcement	Positive reinforcement is the addition of a reward following a desired behavior.
Protective Factors	Protective factors are conditions or attributes in individuals, families, communities, or the larger society that, when present, mitigate or eliminate risk in families and communities that, when present, increase the health and well-being of children and families. Protective factors help parents to find resources, supports, or coping strategies that allow them to parent effectively, even under stress.
Reflective Practice	Reflective practice includes taking time to think about, possibly journal about or talk with colleagues regarding the observations, discussions and actions planned around our services to children and their families.

NH SHARED PROFESSIONAL EARLY CHILDHOOD COMPETENCIES GLOSSARY

Reflective Questioning Skills	<p>A reflective question provides respondents with an opportunity to explore their knowledge, experiences and ideas. Reflective questions are thought-provoking and do not have one definite answer.</p> <p>Reflective questions are intended to elicit thoughtful and personal responses. For example, reflective questions might ask an audience to consider reasons for an event, look at the "big picture," describe a personal experience, interpret a situation or consider an alternate outcome. Answers differ according to individual differences in opinion, experience or skill.</p>
Resilience	<p>The capacity to recover quickly from difficulties; the learned ability to recognize and cope with challenges.</p> <p>The ability to proceed even when things are difficult.</p>
Risk Factors	<p>A risk factor is any attribute, characteristic or exposure of an individual that increases the likelihood of developing a disease or injury.</p> <p>Risk factors involve so many different things for so many different people. There is risk, for young children, in not being granted the opportunity to take risks.</p> <p>Vulnerability to risks is a very personal and individual predisposition.</p>
Self-Regulation	<p>Self-regulation is when a person or group governs or polices itself without outside assistance or influence.</p> <p>For young children, self-regulation means taking the leap to doing something because it works or is the best decision...regardless of directives. For example, after many directives from her teacher that hitting hurts and she needs to use words...Emily finally shouts "I'm not done yet!"- instead of pushing Jenny in the face when she tries to take the doll from Emily!"</p>
Sensory Processing	<p>Sensory processing is the neurological process that organizes sensation from one's own body and the environment, thus making it possible to use the body effectively within the environment.</p>
Social Factors	<p>We all live in a society so there are many factors that affect or direct our life style. These are the factors that affect our thought and behavior in social situations: religion, ethnicity, family, socio- economic status, education, political system, etc.</p>
Strength-Based	<p>Strength-based practice is a social work practice theory that emphasizes people's self-determination and strengths. It is client-led, with a focus on future outcomes and strengths that people bring to a problem or crisis.</p>
System Thinking	<p>Systems thinking is the process of understanding how things influence one another within a whole. In nature, systems thinking examples include ecosystems in which various elements such as air, water, movement, plants, and animals work together to survive or perish. In organizations, systems consist of people, structures, and processes that work together to make an organization "healthy" or "unhealthy".</p>
Systematic Review	<p>A systematic review of information for those working with young children and their families includes gathering all the facts, observations or assessments we can prior to making care decisions for a child. It includes using Evidenced Based Practices to provide the best treatment plan or Individual Educational Plan we are capable of providing.</p>
Transition Phase	<p>For those who work with young children, sensitivity to periods of transition is essential. Parents are sometimes unaware of the difficulties children experience when their schedules, peer group or teachers change and their sense of comfort is disrupted. Our job is to help children, parents and professionals with these periods of change.</p>
Validates	<p>Check or prove the validity or accuracy of (something); demonstrate or support the truth or value of.</p>