

# Building Trust with Your Programs

## Build Trusting Relationships with ECE Programs

### Activity Intro

Heading	Why is it important to build trust?
Intro text	<p>During each interaction with an Early Care and Education (ECE) program, you need to provide meaningful consultation while also strengthening your relationship with them.</p> <p>If you focus on building strong relationships with programs, they are more likely to:</p> <ul style="list-style-type: none"><li>• Be open and honest about health-related concerns and struggles.</li><li>• Trust you to work with their staff and families.</li><li>• Be open to your comments and findings, and work collaboratively to address problems.</li></ul>
Button text	Next

### Activity Instructions

Heading	How this activity works:
Popup text	<p>In this activity, you will visit the same ECE program three times. You will face different situations and challenges in each scenario.</p> <p>Try to make choices that strengthen your relationship. At the end of each visit, the Client Relationship meter will show you where you stand with the ECE program.</p>
Button text	Next

### Scenario Set-Up

#### Scenario 1

First heading	Scenario 1: The first visit
Scenario description	This center-based program recently hired you as their Child Care Health Consultant (CCHC). The program is required to have a CCHC to meet regulatory requirements. This is your first visit together.
Button text	Start

#### Scenario 2

First heading	Scenario 2: You are invited back
Scenario description	You have been invited back because the director of the center has made changes to the sanitation procedures, and she is interested in your feedback about effectiveness of these changes. You have completed that part of the conversation and are about to go on another walkthrough of the building when a teacher approaches you and the director.

#### Scenario 3

First heading	Scenario 3: A follow-up visit
Scenario description	You are here six months later for another visit with this center-based program. You know from communication with the director beforehand that you and she will be touring the center and visiting different classrooms.

Note: Until they are unlocked, Scenarios 2 and 3 read: **“This opportunity will unlock when your relationship with this client gets a bit stronger.”**

## Scenario 1: The first visit

### Scenario 1 UI text

Header	Scenario Details	
Description	[Varies as per Scenario 1 Gold script.]	
Help	<p>The information here will help you complete the activity.</p> <p><b>Instructions</b> In this activity, you will visit the same ECE program three times. You will face different situations and challenges in each scenario.</p> <p>Try to make choices that strengthen your relationship. At the end of each visit, the Client Relationship meter will show you where you stand with the ECE program.</p> <p><b>Scenario 1: The first visit</b> This center-based program recently hired you as their Child Care Health Consultant (CCHC). The program is required to have a CCHC to meet regulatory requirements. This is your first visit together.</p> <p><b>About the Center</b></p> <ul style="list-style-type: none"> <li>Additional information is added per scenario. See “About the Center” pop-ups below.</li> </ul>	
Resources	Resources	<p>The resources at right provide additional information that can help you navigate your relationship with Carmen and her program.</p> <p>The information they provide will change throughout the scenario. The icons will turn yellow when there's information available for you.</p> <p>(Note: You likely have similar resources available to you in your area. Seek them out!)</p> <p>Select the Back button to return to the scenario.</p> <p><i>Select a resource above to learn more about it.</i></p>
	Regulations	[Varies as per Scenario 1 Gold script.]
	Best Practice Standards	[Varies as per Scenario 1 Gold script.]
	Community Resources	[Varies as per Scenario 1 Gold script.]

Scenario 1 feedback text

<p>Best outcome</p>	<p>You were able to build a good deal of trust during your first visit. The strength of your relationship with this program has moved from Weak to Moderate.</p> <p>By spending time asking questions about what the <b>center</b> is already doing, you positioned yourself as a partner. The director will be more likely to trust you enough to ask you questions and work with you to find solutions.</p> <p>Select Feedback to get specific information about your choices, or Next to continue the activity.</p>
<p>OK outcome</p>	<p>You established some trust with this program. You don't yet have a Moderate or Strong relationship with them, but you're moving in the right direction.</p> <p>Focus on using a <b>strengths-based approach</b>. Identify things the staff are doing well. Focus on relationship building and collaborating. Finally, when you do find issues, be sure to frame the problem based on the director's priorities.</p> <p>Select Feedback to get specific information about your choices, or Next to continue the activity.</p>
<p>Fail outcome</p>	<p>You weren't able to build much trust with the program during this visit. The strength of your relationship remains Weak.</p> <p>You focused too much on diagnosing problems and dictating solutions, and not enough on uncovering the director's goals and needs. In the future, focus on using a strengths-based approach. Identify things the staff are doing well. When you do find issues, frame the problem based on the director's priorities.</p> <p>Select Feedback to get specific information about your choices, or Next to continue the activity.</p>
<p><i>Button text</i></p>	<p>Feedback</p>
<p><i>Button text</i></p>	<p>Retry</p>
<p><i>Button text</i></p>	<p>Next</p>

## Scenario 2: You are invited back

### Scenario 2 UI text

Header	Scenario Details	
Description	[Varies as per Scenario 2 Gold script.]	
Help	<p>The information here will help you complete the activity.</p> <p><b>Instructions</b> In this activity, you will visit the same ECE program three times. You will face different situations and challenges in each scenario.</p> <p>Try to make choices that strengthen your relationship. At the end of each visit, the Client Relationship meter will show you where you stand with the ECE program.</p> <p><b>Scenario 2: You are invited back</b> You have been invited back because the director of the center has made changes to the sanitation procedures, and she is interested in your feedback about effectiveness of these changes. You have completed that part of the conversation and are about to go on another walkthrough of the building when a teacher approaches you and the director.</p> <p><b>About the Center</b></p> <ul style="list-style-type: none"> <li>Additional information is added per scenario. See “About the Center” pop-ups below.</li> </ul>	
Resources	Resources	<p>The resources at right provide additional information that can help you navigate your relationship with Carmen and her program.</p> <p>The information they provide will change throughout the scenario. The icons will turn yellow when there's information available for you.</p> <p>(Note: You likely have similar resources available to you in your area. Seek them out!)</p> <p>Select the Back button to return to the scenario.</p> <p><i>Select a resource above to learn more about it.</i></p>
	Regulations	[Varies as per Scenario 1 Gold script.]
	Best Practice Standards	[Varies as per Scenario 1 Gold script.]
	Community Resources	[Varies as per Scenario 1 Gold script.]

## Scenario 2 feedback text

Best outcome	<p>You significantly strengthened your relationship with the program during this visit! The program Relationship meter reflects the gains you have made so far.</p> <p>You are in the process of developing a strong partnership with the director by validating the concerns from the teachers and director for the child. As a CCHC, you have enabled the teacher and director to build their problem-solving skills for the future by using best practice resources. Well done.</p> <p>Select Feedback to get specific information about your choices, or Next to continue the activity.</p>
OK outcome	<p>You made some gains in the strength of your relationship with the program. The program Relationship meter reflects the progress you have made during your past two visits.</p> <p>Keep in mind that you are still in the process of developing a strong partnership with the director. You will do this by validating the concerns from the teachers and director for the child. The more the <b>center</b> staff trusts you, the easier it will be to implement solutions that meet everyone's needs.</p> <p>Select Feedback to get specific information about your choices, or Next to continue the activity.</p>
Fail outcome	<p>The program Relationship meter hasn't moved much since your last visit. You weren't able to significantly increase the strength of your relationship this time.</p> <p>You did not make the best practices regarding sick child exclusion policies clear to the <b>center</b> staff in a way that was collaborative and constructive, therefore they do not trust you and are not likely to seek or take your advice in the future. You should try this activity again. Next time, focus on validating the concerns from the teachers and director for the child. The more the <b>center</b> staff trusts you, the easier it will be to implement solutions that meet everyone's needs.</p> <p>Select Feedback to get specific information about your choices, or Next to continue the activity.</p>
<i>Button text</i>	Feedback
<i>Button text</i>	Retry
<i>Button text</i>	Next

## Scenario 3: A follow-up visit

### Scenario 3 UI text

Header	Scenario Details	
Description	[Varies as per Scenario 3 Gold script.]	
Help	<p>The information here will help you complete the activity.</p> <p><b>Instructions</b> In this activity, you will visit the same ECE program three times. You will face different situations and challenges in each scenario.</p> <p>Try to make choices that strengthen your relationship. At the end of each visit, the Client Relationship meter will show you where you stand with the ECE program.</p> <p><b>Scenario 3: A follow-up visit</b> You are here six months later for another visit with this center-based program. You know from communication with the director beforehand that you and she will be touring the center and visiting different classrooms.</p> <p><b>About the Center</b></p> <ul style="list-style-type: none"> <li>Additional information is added per scenario. See “About the Center” pop-ups below.</li> </ul>	
Resources	Resources	<p>The resources at right provide additional information that can help you navigate your relationship with Carmen and her program.</p> <p>The information they provide will change throughout the scenario. The icons will turn yellow when there's information available for you.</p> <p>(Note: You likely have similar resources available to you in your area. Seek them out!)</p> <p>Select the Back button to return to the scenario.</p> <p><i>Select a resource above to learn more about it.</i></p>
	Regulations	[Varies as per Scenario 1 Gold script.]
	Best Practice Standards	[Varies as per Scenario 1 Gold script.]
	Community Resources	[Varies as per Scenario 1 Gold script.]

### Scenario 3 feedback text

Best outcome	<p>You significantly strengthened your relationship with the program! The program Relationship meter reflects the progress you have made since your first visit.</p> <p>The teachers and director appreciated that you validated their concerns about Jaidev. In your role as a CCHC, you can help connect Jaidev's family, teachers, health care providers, and therapists in order to improve his experience on the playground. This provides an immense amount of value to the center, and it would not have been possible without the strong trust the program has placed in you.</p> <p>Select Feedback to get specific information about your choices, or Next to continue the activity.</p>
OK outcome	<p>You made some gains in the strength of your relationship with the program. The program Relationship meter reflects the progress you have made since your first visit.</p> <p>Keep working on developing a strong partnership with the director. You will do this by validating the concerns from the teachers and director for the children. The more the center staff trusts you, the easier it will be to implement solutions that meet Jaidev's needs.</p> <p>Select Feedback to get specific information about your choices, or Next to continue the activity.</p>
Fail outcome	<p>The program Relationship meter hasn't moved much since your last visit. You weren't able to significantly increase the strength of your relationship this time.</p> <p>You might want to try this scenario again. Next time, focus on validating the concerns from the teachers and director for the child, and on seeking opportunities to collaborate on solutions. The more the center staff trusts you, the easier it will be to implement solutions that meet Jaidev's needs.</p> <p>Select Feedback to get specific information about your choices, or Next to continue the activity.</p>
<i>Button text</i>	Feedback
<i>Button text</i>	Retry
<i>Button text</i>	Next

### Activity Conclusion

Heading	Wrap-Up
Page text	<p>You invested in this relationship, and it has paid off. Thanks to you, not only is this center a safer place for children to thrive, it is also a place where caregivers feel valued and the director feels empowered to make positive change.</p>
<i>Button text</i>	Finish

## Additional Material

### “About the Center” pop-ups

#### Scenario 1

Heading	About the Center
Popup text	<ul style="list-style-type: none"><li>• The director’s name is Carmen.</li><li>• Center is currently seeking a quality recognition.</li><li>• Cares for 21 children, ages 1 to 5 years.</li></ul>

#### Scenario 2

Heading	About the Center
Popup text	<ul style="list-style-type: none"><li>• The director’s name is Carmen.</li><li>• Center is currently seeking a quality recognition.</li><li>• Cares for 21 children, ages 1 to 5 years.</li><li>• Carmen does not have a health background.</li><li>• Center had some gaps in sanitation policies that you addressed together.</li><li>• There is a language barrier present with some families, and Carmen is interested in addressing this.</li></ul>

#### Scenario 3

Heading	About the Center
Popup text	<ul style="list-style-type: none"><li>• The director’s name is Carmen.</li><li>• Center is currently seeking a quality recognition.</li><li>• Cares for 21 children, ages 1 to 5 years.</li><li>• Carmen does not have a health background.</li><li>• Center had some gaps in sanitation policies, but you helped them address this problem.</li><li>• There is a language barrier present with some families, and Carmen is interested in addressing this.</li><li>• Center’s exclusion policy for children who are ill has been revised to reflect current evidence based recommendations.</li></ul>

### Relationship meter

The meter runs from 0-40 and starts at 10.

0-15	<b>Relationship: Weak</b> You haven’t built much trust with them, so they may not be forthcoming with the challenges they face.
15-30	<b>Relationship: Moderate</b> You are in a transitional phase with this ECE program. You are laying the foundation for a trusting relationship, though there is still room to grow. You may notice them asking you for advice more frequently, even about small problems.
31-40	<b>Relationship: Strong</b> You have successfully built trust with this ECE program. They will come to you early and often with issues and questions. More importantly, you work together as partners to identify areas for growth.



## Build Trust with Your Programs

### Scenario 1

Scenario Details	What do you do?	Client Relationship	Leads to...	Feedback	Resources: Regulations	Resources: Best Practices Standards	Resources: Community Resources
This is your first visit with Carmen, the center director. She offers to take you on a tour of the indoor and outdoor environments.	–	–	–	–	Some states have <b>regulations</b> about <b>CCHCs</b> and their work. State <b>regulations</b> vary as to who can be a <b>CCHC</b> , their role, their activities, how frequently they visit programs, etc. Know what your state <b>regulations</b> are before engaging with a program.	Nothing here for this round. Look again when the icon for this resource is colored yellow.	–
–	Ask the director about her healthcare background.	0	–	While it may be helpful to understand the director's experience with health, this is not the way to do it. This could make the director feel defensive. Focus on uncovering her needs rather than her skill gaps.  Tip: Look at the Resources tool for more information about the events and options in each round.	–	–	–
–	Ask the director what she hopes to gain from working with a CCHC.	4	–	Yes! This is a great choice. It lets the director know right away that you are here to support her and to work together. Well done.  Tip: Look at the Resources tool for more information about the events and options in each round.	–	–	–

-	Begin recording issues you saw as you walked in.	0	-	No. While it's fine to make mental notes of items to discuss later, writing these down at the very beginning will put the director on the defensive. Intervene if you see a crisis but start by trying to understand the program.  Tip: Look at the Resources tool for more information about the events and options in each round.	-	-	-
Carmen explains that she wants the children to be safe, to learn, and to have fun. She is struggling a bit because the center serves a number of families who are not English-speaking. She is having trouble communicating with them and getting all their health forms updated.	-	-	-	-	All licensed facilities must provide proof of immunization for every child in the facility. Most regulations address requirements for health forms and immunizations for admittance and continued enrollment. Work with the director to understand the minimal requirements for their ECE program.	You might want to explore best practices relating to the director's areas of concern. Best practices and standards move beyond the minimum standards of licensing. They can articulate rationale for required health forms, immunization, and identification of children with special needs.	-
-	Reassure the director that she is probably doing a fine job. Acknowledge that language barriers can make it more difficult to communicate with families.	-1	-	The director has shared a concern with you. While reassuring her is fine, it does not provide her with useful information. How can you use your resources to both reassure her AND address her concern?	-	-	-
-	Begin asking questions to get an overview of the program. Ask about the number of kids, the community they serve, policies, and procedures.	1	-	This is not a bad choice. Asking questions like these will show the director you are interested in her program specifically and are not going to push a one_size_fits_all approach. However, she shared her goals for the program. In the spirit of cooperation, it would have been good for you to share yours.	-	-	-

-	Discuss Carmen's priorities and share your goals. Ask more about the health forms and how she communicates with families.	3	-	Yes! This is a great choice. It is great to show the director that you also have goals and hopes for the program, and that the two of you are on the same team to make the program successful.	-	-	-
You ask a few more questions and share your ideas, which Carmen appreciates. It seems that the two of you have similar goals in mind. You offer to connect her with resources that can help her communicate more effectively with families about health-related topics. Then, Carmen shares that she has been worried about this meeting. She explains that she is new to this center, and "health stuff" is not her area of expertise.	-	-	-	-	Licensing often outlines qualifications for a program director. These qualifications are usually related to preparation as an educator and leader (not as a health care practitioner). All directors of Head Start and Early Head Start programs must meet the qualifications as outlined in the Head Start Program Performance Standards.	According to Caring for Our Children, 3rd Edition (CFOC3), directors typically have backgrounds in leadership and early childhood education. While child care providers are required to meet the CCDF/CCDBG health and safety requirements, it is much more important that a director know and use resources to support health and safety.	-
-	Acknowledge the director's education expertise. She does not need to be a health expert; that is why you are here.	3	-	Excellent choice. Your success as a CCHC is built on collaboration. The director has the education expertise. She understands her staff and the families in her program. You bring expertise in health care. Working together, you can meet health and education goals!	-	-	-
-	Explain you want to learn more about the program. Ask about the number of children, the community they serve, policies, and procedures.	1	-	These are good questions to ask. However, it would have been better to first recognize the director for the knowledge that she brings, especially after she confided in you that she lacks confidence in some areas.	-	-	-

-	Offer additional trainings to fill director's knowledge gaps around health care.	0	-	While this may be helpful when you know more specifics, right now it would have been a better choice to acknowledge what value the director already brings to the program.	-	-	-
<p>As you and Carmen talk, she shows you around a classroom that serves 2-1-year olds. You notice that the environment is generally in good condition.</p> <p>There are many different play areas, including a music station and an area where children can try on different hats. You see a few toys that are old and not in good shape, broken toys, and toys with small parts.</p> <p>The room is tidy, but you notice dirt around the cabinet handles and light switches.</p>	-	-	-	-	<p>Regulations may address minimum expectations on the condition of the ECE program's facilities, toys, materials and furniture.</p>	<p>Best practice standards recommend that any toy that is broken or has a missing part be repaired or replaced before the toy may be used in the facility. Light switches and cabinet handles are areas that get touched frequently and should be included in a cleaning schedule (see CFOC3 Appendix K).</p>	-
-	Start with a compliment. Then, ask questions about how rooms and materials are maintained.	3	-	Very good. Rather than jumping right in with suggestions on what to do differently, it is important to recognize strengths and get a feel for what the program is already doing. This will help build trust between you and the staff.	-	-	-

-	Offer to hold training on best practices for cleaning, sanitizing, and disinfecting spaces; and maintaining toys and materials.	1	Conclusion (based on score)	Here you presented a big list of issues and offered training as a solution. This is not very collaborative. It would have been better to find out what the program is already doing before making suggestions on what to change. The goal is to demonstrate openness and willingness to learn before criticizing and making suggestions.	-	-	-
-	Provide constructive criticism on room cleanliness and maintenance.	-1	Conclusion (based on score)	No. Certainly there are a number of issues you want to discuss, and the small parts could pose an immediate danger when children return to the room. However, criticism this early will erode your relationship with the director. The best approach is to use this as a teachable moment and an opportunity to demonstrate collaborative problem solving.	-	-	-
<p>You comment on the variety of toys available. "The children must be very engaged," you say. You reach down and pick up the small parts and broken toys to take them out of reach of the children.</p> <p>When you move on to asking questions about maintenance, Carmen is not able to answer your questions with very much detail. "We clean our rooms daily, especially the kitchen," she says. "We shop for new toys annually, and at that point we get rid of toys that the kids don't use."</p>	-	-	-	-	Nothing here for this round. Look again when the icon for this resource is colored yellow.	Children under three are at risk for choking and airway obstruction. If you need help explaining choking risks to your programs, refer to the best practice standards for guidance, rationale and resources. Standard 5.3.1.4 of <a href="#">CFOC3</a> states that surfaces should be easy to clean, or disposable. Programs should have a set cleaning schedule (Appendix K).	-

-	Demonstrate a choke tube for Carmen. Also, leave one behind so she can make sure none of the toys pose a choking risk for the children.	2	Conclusion (based on score)	This is a great way to empower the director to address choking hazards, but it does not engage the director about the dirty surfaces in the classroom. This scenario ends here, but you would want to find an opportunity to offer your assistance with maintenance policies before the end of your visit.	-	-	-
-	Give Carmen a choke tube and show her how small pieces are potential choking hazards. Offer to work with her on maintenance and sanitation routines.	4	Conclusion (based on score)	Yes. This is a great way to empower the director to address the safety and sanitation concerns you noted. Even though you are only partway through your first visit, you have already demonstrated your willingness to partner with Carmen to improve health and safety for children in the program.	-	-	-
-	Explain that there are quite a few issues that the program could work on, but that the director should focus on maintenance first.	-1	Conclusion (based on score)	No. While there are a number of issues you want to discuss; the small parts could pose an immediate danger when children return to the room. Using this as a teachable moment and an opportunity to demonstrate collaborative problem solving is the best approach. Criticism this early will erode your relationship with the director.	-	-	-

**Conclusion 1 Best Outcome**

**Conclusion 2 Ok Outcome**

**Conclusion 3 Fail**

Scenario Details (Branches)	What do you do?	Client Relationship	Leads to...	Feedback	Resources: Regulations	Resources: Best Practices Standards	Resources: Community Resources
You ask the director about her background, and she looks uncomfortable. She acknowledges that she has been worried about this meeting, explaining that she is new to this center, and "health stuff" is not her area of expertise.	-	-	-	-	Licensing often outlines qualifications for a program director. These qualifications are usually related to preparation as an educator and leader (not as a health care practitioner). All directors of Head Start and Early Head Start programs must meet the qualifications as outlined in the Head Start Program Performance Standards.	According to <a href="#">CFOC3</a> , directors typically have backgrounds in leadership and early childhood education. While child care providers are required to meet the <a href="#">CCDF/CCDBG</a> health and safety requirements, it is much more important that a director know and use resources to support health and safety.	Nothing here for this round. Look again when the icon for this resource is colored yellow.
-	Begin asking questions about the center (number of children, community they serve, policies, procedures).	1	-	These are good questions to ask. However, it would have been better to first recognize the director for the knowledge that she brings, especially after she confided in you that she lacks confidence in some areas. As the CCHC, you will support Carmen, so she does not have to be an expert in health care.	-	-	-
-	<b>Acknowledge the director's expertise and desire to help the children succeed.</b>	2	-	This is an excellent choice. A supportive, collaborative relationship is built on mutual respect. Make sure the director understands that you value her and the knowledge she brings.	-	-	-
-	<b>Suggest additional trainings to fill director's knowledge gaps.</b>	-1	-	While this may be helpful at some point, right now it would have been a better choice to acknowledge what value the director already brings to the center.	-	-	-
The director asks you to pause for a moment while she gets something to write with. She does not seem very happy, but she appears to be listening.	-	-	-	-	Nothing here for this round. Look again when the icon for this resource is colored yellow.	Nothing here for this round. Look again when the icon for this resource is colored yellow.	Nothing here for this round. Look again when the icon for this resource is colored yellow.

-	Acknowledge the director's expertise and desire to help the children succeed.	3	-	This is an excellent choice. A supportive, collaborative relationship is built on mutual respect. Make sure the director understands that you value her and the knowledge she brings.	-	-	-
-	Ask questions about the center (number of children, community they serve, policies, procedures).	1	-	These are good questions to ask. However, it would have been better to first recognize the director for the knowledge that she brings, especially after she confided in you that she lacks confidence in some areas.	-	-	-
The director looks confused and asks if there is anything she can do about her language barrier concerns.	-	-	-	-	Nothing here for this round. Look again when the icon for this resource is colored yellow.	Nothing here for this round. Look again when the icon for this resource is colored yellow.	Nothing here for this round. Look again when the icon for this resource is colored yellow.
-	Explain that you will have to ask around, but reassure her that you can probably locate a community resource who can help her.	1	Conclusion (based on score).	Simply reassuring the director that you will be able to find a solution is not great relationship building. What if you cannot help? To build trust, be honest about the resources you can bring and agree to work together to address issues, even if community resources are not the right fit.	-	-	-
-	You may have resources to help with language barriers. Gather more information to see if your resources would be a good fit for Carmen's program.	2	-	Yes! Even if you have a potential solution in mind, it is appropriate to ask Carmen more questions and agree to see if the resources you are familiar with could provide some assistance in this case.	-	-	-



Scenario 2

Scenario Details	What do you do?	Client Relationship	Leads to...	Feedback	Resources: Regulations	Resources: Best Practices Standards	Resources: Community Resources
Carmen has invited you in for a follow-up meeting to discuss improvements to how the program acquires and maintains safe toys. While you are there, one of the teachers mentions he is concerned about a child who has a rash; he thinks the child should be sent home right away.	-	-	-	-	Licensing may address care of a child with signs of illness and may require policies around sick child exclusion criteria and procedure.	As a consultant, you are not expected to diagnose a rash. Your role is to support the program's application of policies and procedures. Ensuring programs have a clear sick child exclusion policy is an important first step.	You may be aware of local health care services that are accessible to families and can meet their needs related to hours of operation, access via transportation, insurance, languages spoken, and so forth.
-	<b>Just to be safe, the child should be sent home immediately.</b>	0	-	<p>This is not a good choice. This response is based on fear rather than best practices. You could do a great deal of damage to the program's relationship to the parent of this child and would unnecessarily exclude this child from his learning environment. You also miss an opportunity to learn the program's process for determining exclusion.</p> <p>Tip: The Resources tool has additional information about best practices.</p>	-	-	-

-	Ask to take a look at the child.	1	-	Though this may seem like the best choice, it would have been better to ask the teacher questions about the boy's symptoms. You want to empower the staff to make decisions about sick child exclusion on their own. Your examination of the child will not help achieve this.  Tip: The Resources tool has additional information about best practices.	-	-	-
-	Question the teacher about the boy's symptoms and behavior.	2	-	Good choice. In your role as CCHC, you are not responsible for diagnosing the child. However, you do want to help the staff learn how to implement a sick child exclusion policy. Asking questions about the child's symptoms and behaviors can be a good way to start this conversation.  Tip: The Resources tool has additional information about best practices.	-	-	-
The boy's name is Zach. You learn that Zach is not complaining of any itching. He does not have a fever, ate his morning snack as usual, and is playing happily. The rash is not oozing, and Zach does not have any open sores.	-	-	-	-	Be sure to check the <b>regulations</b> that govern the program. They may address <b>signs and symptoms</b> of illness and may describe when a child is to be sent home from a program (and when they can return).	You may review <b>CFO3 Appendix A</b> , an easy reference chart that guides teachers in observing <b>signs and symptoms</b> and next steps. This chart helps to guide teachers in considerations for <b>signs and symptoms</b> . A daily health check (Standard 3.1.1.1) seeks to identify concerns about a child's health and enables caregivers to plan for care with parent/guardians' present.	Nothing here for this round. Look again when the icon for this resource is colored yellow.
-	Ask the teacher or director if he or she has any ideas about what could be happening with Zach.	2	-	This is a good approach. Asking follow-up questions in a neutral way will give you the additional information you need to work with the director to arrive at a solution.	-	-	-

–	Remind the director of the CFOC3 best practices regarding sick child exclusion policies.	1	–	Referring to Caring for Our Children best practices is a great idea, but be careful of how and when you do this. It is better to find out what the program is already doing before making suggestions about changes.	–	–	–
–	–	–	Conclusion (based on score)	This option blames the teacher. It shifts focus away from the issue at hand and onto something more systemic: how the program communicates with families about the daily health check. Address the initial problem first.	–	–	–
The teacher mentions that Zach was out earlier in the week with a fever, and his parents brought him back yesterday. They did not provide much information, but they did tell her that he had been to a doctor. The teacher is worried that Zach has something infectious, since he knows rashes are really bad. He thinks Zach should go home immediately to prevent infecting the other kids.	–	–	–	–	Nothing here for this round. Look again when the icon for this resource is colored yellow.	Sick child exclusion should be based on a well-informed policy. <a href="#">ECE</a> programs are expected to identify signs and symptoms of illness, not diagnose conditions. (See the link to <a href="#">CFOC3 Appendix A</a> on the Resources page.)	You might work with the family to get permission to speak directly to the child's primary health care provider, so you could better understand his health conditions.
–	Ask the director how decisions are typically made about sending children home for illness.	2	–	Wonderful choice. The teacher may be following protocol by asking for the child to be removed. However, that does not mean the protocol is correct. You cannot decide the next best course of action until you are familiar with the current policy.	–	–	–

-	Since it is not your role to diagnose illness, you recommend the child be examined by his primary health care provider.	-1	Conclusion (based on score)	This action does not build the capacity of the program and conveys a sense of urgency that the situation does not call for. Instead, model a calm, informed approach, and look for opportunities to improve skills and policies.	-	-	-
-	Explain that based on the boy's symptoms, you do not believe he needs to be sent home.	1	Conclusion (based on score)	This choice reflects best practices and standards, and it solves the immediate situation. However, it does not improve the staff's ability to make these decisions on their own.	-	-	-
"We do have a sick child exclusion policy," Carmen explains to you, "but let's look at it together before I make a decision about Zach." She asks the teacher to keep the child in class for now.  You and Carmen return to her office. Together, you look at the program's sick child exclusion policy. It indicates any child with a rash should be sent home.	-	-	-	-	When advising programs about sick child exclusion, be sure to check the <a href="#">regulations</a> that govern the program. They may describe when a child is to be sent home.	The best practice sick child exclusion policy states that a rash without fever and behavioral changes does not require exclusion. Exception: call EMS (911) for rapidly spreading bruising or small blood spots under the skin.	Nothing here for this round. Look again when the icon for this resource is colored yellow.
-	Explain that a rash without any other behavioral or health concerns is not excludable.	0	Conclusion (based on score)	This is not a good response in the moment. Even if your follow-up via email with additional resources about why this is the case, the director may still feel disconnected from the solutions and from the CCHC. She will not be able to update the sick child exclusion policy with confidence.	-	-	-

-	Recognize that it is great he has a policy. Together, compare the program's policy to available best practices.	4	Conclusion (based on score)	Great work. When you respond this way, you connect the program with resources to help them make a decision, and also empower them to address similar issues in the future.	-	-	-
-	Advise that Zach get immediate evaluation by his primary health care provider.	-1	Conclusion (based on score)	This alarmist course of action is not supported by best practices. Suggesting that this is the only remedy to the situation will unnecessarily remove the child from the learning environment, and it does not help strengthen the program.	-	-	-

Scenario Details (Branches)	What do you do?	Client Relationship	Leads to...	Feedback	Resources: Regulations	Resources: Best Practices Standards	Resources: Community Resources
The boy's name is Zach. You note that he does have a rash on his hands and feet.	-	-	-	-	Licensing may address when children cannot attend a program or must be sent home.	Using evidence informed sick child exclusion criteria ensures children who can remain in care, stay there. Sick child exclusion does not prevent illness, but attendance in a program is important for school readiness. Unnecessary sick child exclusion can also burden families with loss of income.	Nothing here for this round. Look again when the icon for this resource is colored yellow.
-	Ask the teacher why he did not notice the rash during the daily health check while the parent was still available.	0	Conclusion (based on score)	This option blames the teacher. It shifts focus away from the issue at hand and onto something more systemic: how the program communicates with families about the daily health check. Address the initial problem first.	-	-	-
-	Ask the teacher about what he has observed.	3		Yes! This is a great way to recognize the expertise of the teacher. After all, he knows this child better than you and can speak to whether the rash is causing any behavior changes that may be of concern.	-	-	-

-	Confirm that the child should be sent home immediately.	-1	Conclusion (based on score)	This is not a good choice. This response is not based on best practices for sick child exclusion. This could unnecessarily exclude this child from his learning environment, and it does not build the capacity of the program to handle this situation in the future.	-	-	-
Both Carmen and the teacher are concerned about communicating to the boy's parents that he needs to be picked up immediately. Both of his parents work, and they know that this could represent a major disruption. They want to be absolutely sure before making the call.	-	-	-	-	Nothing here for this round. Look again when the icon for this resource is colored yellow.	Best practices do not necessarily exclude a child with a rash but requires additional observations and information.	Nothing here for this round. Look again when the icon for this resource is colored yellow.
-	<b>Ask if you can double-check the sick child exclusion policy before the director contacts the parents.</b>	2	-	Excellent! The teacher may be following protocol by asking for the child to be removed. However, that does not mean the protocol is correct. You cannot decide the next best course of action until you are familiar with the current policy.	-	-	-
-	<b>Ask if you can take a closer look at the rash.</b>	1	-	Though this may seem like the best choice, it would have been better to ask the teacher questions about the boy's symptoms and behaviors. You want to empower the staff to make decisions about sick child exclusion on their own. Your examination of the child will not help achieve this.	-	-	-
Carmen is unfamiliar with the best practices outlined in CFO3. Rather, she repeats what the teacher has just said, which is that rashes are very contagious and need to be contained.	-	-	-	-	Nothing here for this round. Look again when the icon for this resource is colored yellow.	Best practices do not necessarily exclude a child with a rash but requires additional observations and information to determine if exclusion is needed.	Nothing here for this round. Look again when the icon for this resource is colored yellow.

-	Ask if the teacher or director have any ideas about what could be happening with Zach.	2	-	This is a good approach. Asking additional follow-up questions in a neutral way will give you the additional information you need to work with the director to arrive at a solution.	-	-	-
-	Ask if the program has a sick child exclusion policy, and whether you can see it.	3	-	Very good. The teacher may be following protocol by asking for the child to be removed. However, that does not mean the protocol is correct. You cannot decide the next best course of action until you are familiar with the current policy.	-	-	-
-	Inform the director that her belief about rashes is incorrect.	-1	Conclusion (based on score)	There is no need to belittle the director. You are in a position to empower her with information, you will lose the opportunity to do that if you damage the trust in this relationship.	-	-	-

### Scenario 3

Scenario Details	What do you do?	Client Relationship	Leads to...	Feedback	Resources: Regulations	Resources: Best Practices Standards	Resources: Community Resources
<p>The receptionist greets you by name. Carmen, the director, emerges from her office and seems happy to see you.</p> <p>You and Carmen begin walking through the center. As you walk, she points out the changes she has made since your last visit. "The program is improving so much," she says.</p>	-	-	-	-	Nothing here for this round. Look again when the icon for this resource is colored yellow.	Nothing here for this round. Look again when the icon for this resource is colored yellow.	Nothing here for this round. Look again when the icon for this resource is colored yellow.
-	Ask about specific interventions that she feels are working well.	3	-	Yes, this is a great time to ask follow-up questions, such as "Tell me more about the changes that are working well." Use open-ended questions that invite the director to share and compliment the program's progress.	-	-	-
-	Ask a broad question about how things are going at the center.	2	-	You are right that it is a good time to ask open-ended questions. Still, you might gain more information about why certain changes have been successful if you had asked about the program's progress on specific interventions.	-	-	-
-	Compliment Carmen on the changes you see at the center.	2	-	This is a good start to your visit. Finding opportunities to build off Carmen's comments strengthens your work. This exchange allows you both to reflect on the work you have completed together and consider efforts that will further support the program.	-	-	-



<p>As you walk, Carmen speaks about some of the specific changes the program has made.</p> <p>"The input you gave on our exclusion policy has been a great help," Carmen says. "The teachers and staff are more confident, knowing what's expected of them. But sometimes it's still hard to know if a child should be sent home because we aren't always sure what illness the child has."</p>	-	-	-	-	Remember that <b>regulations</b> may address when a child should be sent home and may return to a program, based on symptoms, behaviors, or characteristics of the illness.	<b>ECE</b> caregivers and directors are not health care professionals, and there is no expectation that they can diagnose an illness. Their role is to observe <b>signs and symptoms</b> that may require exclusion.	Nothing here for this round. Look again when the icon for this resource is colored yellow.
-	Reassure Carmen that it can be hard, but caregivers should be able to observe symptoms and make decisions about exclusion. Offer to look at the CFOC3 signs and symptoms chart together.	2	-	Great choice. This helps meet the program's immediate needs about exclusion criteria and helps program staff learn how to use the tool independently.	-	-	-
-	Explain that they do not have to diagnose the illness in order to make decisions about exclusion. Suggest they use the signs and symptoms chart from CFOC3 to help make decisions.	1	-	The chart is a great tool for the program to have, but you missed an opportunity to coach the staff. This would have further empowered them to make exclusion determinations on their own.	-	-	-

<p>Carmen thanks you again for your guidance on exclusion policies. She hopes to review the symptoms chart with you soon.</p> <p>You and Carmen visit each class, including the preschoolers who are outside on the playground. The teachers are playing with the children, but a child who uses a walker is off to the side of the play area with a teacher, playing alone at the sand table.</p> <p>The playground equipment and rubber mat surfacing look both safe and accessible.</p>	-	-	-	-	<p>The <a href="#">Americans with Disabilities Act (ADA)</a> applies to ECE programs.</p>	<p>The <a href="#">ADA</a> provides accessibility standards for playground equipment as well as <a href="#">surfacing</a> material, and the Consumer Product Safety Commission (<a href="#">CPSC</a>) is a good resource for determining whether equipment meets safety guidelines. The goal is to provide fully integrated care to the extent feasible, given each child's limitations.</p>	<p>Grants may be available to support playground improvement. <a href="#">Certified Playground Inspectors</a> may be a resource for understanding inclusive play areas.</p>
-	<p><b>Ask Carmen and the teacher if the child plays with the other children when on the playground.</b></p>	2	-	<p>This is the best choice. It addresses your current observation in an open way but focuses directly on your concern. You might feel compassion for a child playing alone, and may want to intervene right away; however, it is best to learn more about a situation before jumping in.</p>	-	-	-
-	<p><b>You have not seen this child at the center before. Ask Carmen to tell you more about him.</b></p>	1	-	<p>This might work, but it may not provide you with information about your concern that the child is playing alone.</p>	-	-	-
-	<p><b>Explain to the director and the teacher that children with special needs should not be isolated.</b></p>	0	-	<p>This was not a good choice. You are telling the director what to do, not collaborating. You might feel compassion for a child playing alone and may want to intervene right away; however, in your role it is always best to learn more about a situation before jumping in.</p>	-	-	-

<p>Carmen explains that Jaidev is the first child she has enrolled with a physical disability. He attends part-time and has only been at the center for a couple weeks.</p> <p>Carmen says that his teacher wants to provide the best care, and because he uses a walker and can easily fall, she plays with him in a separate area so he will not get knocked down by other children.</p>	-	-	-	-	<p>Licensing and standards documentation may provide guidance on outdoor play spaces. Knowledge about the <b>Americans with Disabilities Act</b> is important.</p>	<p>Play equipment and <b>surfaces</b> that are safe and accessible to children with disabilities will encourage all children to play together.</p>	<p>Programs may also work with a child's Occupational Therapist (<b>OT</b>) and Physical Therapist (<b>PT</b>) (if available) to evaluate safe environments and safe interactions, as well as to learn about the child's abilities. Local school districts are often good partners for preschoolers, and <b>early intervention services</b> for ages birth to three.</p>
-	<p><b>Say that you understand their concern about injury prevention. Ask to observe the teachers and children in a classroom environment.</b></p>	2	-	<p>This was an excellent choice for relationship building. Few problems need to be solved immediately. Taking the time to observe a situation in different settings or from different perspectives will improve your ability to offer helpful guidance.</p>	-	-	-
-	<p><b>Encourage the teacher to include Jaidev in outdoor activities. To participate, he likely just needs some additional support.</b></p>	0	-	<p>Your advice is good, but not well-timed. Few problems need to be solved immediately. Take time to learn more about this situation, to acknowledge the program's concerns, and to complement their thoughtfulness. This will build their confidence in themselves and you.</p>	-	-	-
-	<p><b>Ask the teacher to invite other children over to play with Jaidev.</b></p>	-1	-	<p>This was a poor choice. By directing the teacher, you are interfering with educational activities and bypassing Carmen's role as Director. You need to learn more about the situation.</p>	-	-	-

<p>You and Carmen observe the preschoolers' classroom environment. The children are actively playing together in learning centers. The teachers are visiting each learning center to encourage children's play and supervise.</p> <p>Jaidev is engaged in musical play with three other children. When his friends dance and march around the area, he moves with the music while holding his walker.</p> <p>After observing for a few minutes, you and Carmen return to her office.</p>	-	-	-	-	Nothing here for this round. Look again when the icon for this resource is colored yellow.	In addition to teachers and volunteers, the other children in the classroom can support a child with special health care needs. For guidance on how to include children of all abilities in classroom activities, refer to <b>CFOC3</b> standard 8.2.0.1.	This is a great opportunity for you to serve as an information broker and connector! Reach out to the Jaidev's family and health care team, such as his <b>PT</b> and <b>OT</b> . Offer training for the staff and put them in contact with other professionals.
-	Praise the program's progress and see if Carmen has any questions or concerns.	3	-	Great! Reassuring Carmen about the program's progress conveys your interest in her success. It reinforces her trust in you.	-	-	-
-	Offer to seek guidance on safe outdoor play activities for Jaidev.	0	-	This is a useful form of support to offer, but remember your goal is also to build the program's confidence. it would have been better to complement their progress before offering solutions.	-	-	-
-	Say that the teacher could benefit from guidance regarding outdoor play activities.	-1	-	Raising this concern before addressing all the positive changes in the program puts Carmen on the defensive. She may be hesitant to address any other questions or concerns she has.	-	-	-

<p>In her office, you and Carmen discuss the many improvements you saw in the program. When you ask about additional concerns, Carmen mentions Jaidev.</p> <p>"We want to give him a great experience," Carmen says.</p> <p>"Still, some of the teachers are concerned about caring for children with special needs if more enroll in the program."</p> <p>You speak to the benefits of including children with special health care needs in the program, but also you acknowledge there are challenges.</p>	-	-	-	-	<p>Regulations may address required paperwork and training for children with special health care needs.</p>	<p>Children with special health care needs often have a care plan and/or an IFSP that you can review to get ideas for supporting the program.</p>	<p>Nothing here for this round. Look again when the icon for this resource is colored yellow.</p>
-	<p>State that the teachers are providing excellent care for Jaidev. Ask if the teacher can join so that you can learn more about her concerns.</p>	3	<p>Conclusion (based on score)</p>	<p>Yes! You demonstrated respect for the teacher and her expertise. If Jaidev has only been in the program for a few weeks, she may not have fully assessed his learning needs. As the teacher comes to understand Jaidev's educational goals, her involvement in this collaboration will help ensure that solutions are practical and meaningful.</p>	-	-	-
-	<p>Assure Carmen that you and she can work together with the family, teachers, and health care providers to ensure Jaidev's needs are met.</p>	2	<p>Conclusion (based on score)</p>	<p>You will definitely want to involve a number of individuals but providing assurance that you can solve a problem without making a plan will not move this conversation forward. You might start by inviting Jaidev's teacher to talk with you about her goals for Jaidev as well as her concerns.</p>	-	-	-

-	Reach out to Jaidev's Occupational Therapist and Physical Therapist for guidance on outdoor play activities.	1	Conclusion (based on score)	Including Jaidev's therapists is a great idea but remember to acknowledge the perspective and expertise of Jaidev's teacher as well. Learning more about her concerns and goals for Jaidev will help everyone work together to meet his needs.	-	-	-
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CONCLUSION 1 Best outcome  
CONCLUSION 2 OK outcome  
CONCLUSION 3 Fail

Scenario Details (Branches)	What do you do?	Client Relationships	Leads to...	Feedback	Resources: Regulations	Resources: Best Practices Standards	Resources: Community Resources
<p>You explain to Carmen and the teacher that isolating Jaidev could negatively impact his development. The teacher looks guilty.</p> <p>Carmen is silent for a moment. "Ok," she finally says. "Maybe we can work something out."</p>	-	-	-	-	Nothing here for this round. Look again when the icon for this resource is colored yellow.	Nothing here for this round. Look again when the icon for this resource is colored yellow.	Nothing here for this round. Look again when the icon for this resource is colored yellow.
-	Recognize they are trying to promote an inclusive environment and may be concerned about injury prevention.	2	-	Good recovery. Carmen and the teacher may be doing their best to keep Jaidev safe. Acknowledging this will encourage them to share more information.	-	-	-
-	Ask Carmen and the teacher if Jaidev plays with the other children when on the playground.	1	-	Not bad. It is always best to learn more about a situation that concerns you before offering solutions.	-	-	-
-	Apologize for making them uncomfortable. Offer to discuss potential solutions later.	0	-	This may come across as dismissive. It would have been better to regain trust by clarifying your intent in the moment.	-	-	-

<p>You encourage Jaidev's teacher to allow him to play with the other children on the playground. You suggest she stay nearby in case he needs physical support.</p> <p>"I'm still worried that he'll fall," she tells you. "I'm not sure how much he's able to do with the equipment out here."</p>	-	-	-	-	Nothing here for this round. Look again when the icon for this resource is colored yellow.	Nothing here for this round. Look again when the icon for this resource is colored yellow.	Nothing here for this round. Look again when the icon for this resource is colored yellow.
-	Acknowledge the teacher's ongoing concern about his safety and suggest she can continue with her approach until you both have the chance to talk.	1	-	Good recovery. It was not the best time to intervene with solutions. Wait for a good opportunity to engage in collaborative problem-solving.	-	-	-
-	Encourage her to give it a try while you are here, so you can observe and offer coaching.	-2	Conclusion (based on score)	This was not an appropriate choice. The teacher is busy attending to the children in her care, including Jaidev. Coaching her now, in this context, would feel intrusive.	-	-	-
<p>You encourage Jaidev's teacher to invite other children to come play with him at the sand table. She lets out a sigh and calls to some children who are playing on a slide.</p>	-	-	-	-	Nothing here for this round. Look again when the icon for this resource is colored yellow.	Nothing here for this round. Look again when the icon for this resource is colored yellow.	Nothing here for this round. Look again when the icon for this resource is colored yellow.
-	Acknowledge this may not be a good time to try something new. Suggest that we can think it through with Carmen and her at another time.	1	-	Good recovery. It was not the best time to intervene with solutions. Wait for a good opportunity to engage in collaborative problem-solving.	-	-	-



-	Say that it seems the teacher is skeptical of your suggestion. Ask her why.	-2	Conclusion (based on score)	This was not an appropriate choice. It is not constructive to challenge a teacher in this direct way.	-	-	-
You offer to work directly with Jaidev's Occupational Therapist and Physical Therapist to explore outdoor play activities.  "That would be helpful," Carmen says.	-	-	-	-	Nothing here for this round. Look again when the icon for this resource is colored yellow.	Nothing here for this round. Look again when the icon for this resource is colored yellow.	Nothing here for this round. Look again when the icon for this resource is colored yellow.
-	Take a moment to highlight what the program is doing well.	2	-	Yes. Reassuring Carmen about the program's progress helps her feel like you are invested in her success and will help to get your visit back on track.	-	-	-
-	Offer to help develop policies and procedures that will help them include more children with special health care needs.	1	-	It is good to offer this support, but it does not build the program's confidence. Remember to compliment the program's progress before offering solutions.	-	-	-
"Jaidev's teacher is doing well with him in the classroom," you say, "but I think she needs more guidance regarding outdoor play activities."  Carmen responds with a slow nod. "We might be open to that," she says. "What do you have in mind?"	-	-	-	-	Nothing here for this round. Look again when the icon for this resource is colored yellow.	Nothing here for this round. Look again when the icon for this resource is colored yellow.	Nothing here for this round. Look again when the icon for this resource is colored yellow.

-	State that the teachers are providing excellent care for Jaidev. Ask if the teacher can join so that you can learn more about her concerns.	3	Conclusion (based on score)	Yes! You demonstrated respect for the teacher and her expertise. If Jaidev has only been in the program for a few weeks, she may not have fully assessed his learning needs. As the teacher comes to understand Jaidev's educational goals, her involvement in this collaboration will help ensure that solutions are practical and meaningful.	-	-	-
-	Assure Carmen that you and she can work together with the family, teachers, and health care providers to ensure Jaidev's needs are met.	2	Conclusion (based on score)	You will definitely want to involve a number of individuals but providing assurance that you can solve a problem without making a plan will not move this conversation forward. You might start by inviting Jaidev's teacher to talk with you about her goals for Jaidev as well as her concerns.	-	-	-
-	Offer to train the teachers on ways that socialization positively impacts children's health.	0	Conclusion (based on score)	There is no evidence that staff are not aware of children's need for socialization. They need help implementing inclusive practices. Training likely is not a good fit for the program at this time.	-	-	-