

# Guiding Children's Behavior

**BKC-EC-5**

**Participants Workbook**

## **BASIC KNOWLEDGE CURRICULUM**



# Preface

## Basic Knowledge Curriculum – Early Childhood

This curriculum has been designed to give child care and early learning professionals foundational knowledge to be successful when caring for children. The information presented in the curriculum is for all professionals working in family or center-based child care and early learning programs. This basic information about concepts and skills is ideal for an entry-level staff member, but may also be beneficial for more seasoned professionals as a “refresher course.” The entire Basic Knowledge Curriculum – Early Childhood curriculum is 36 clock hours and consists of 18 sessions trainings meeting *Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri)* (Levels 1 and 2) and Child Development Associate Credential content areas. Participants can complete these trainings in any order. All sessions are offered by Child Care Aware<sup>®</sup> of Missouri through a local child care resource and referral agency.

For additional information about this curriculum series contact:

Child Care Aware<sup>®</sup> of Missouri 1-800-200-9017

The *Basic Knowledge Curriculum* is proprietary to Child Care Aware<sup>®</sup> of Missouri. A portion of this project was funded from Missouri Department Social Services. Any unauthorized use is strictly prohibited. Any person copying, duplicating, or otherwise using any portion of this material without the written permission of Child Care Aware<sup>®</sup> of Missouri will be subject to prosecution to the fullest extent of the law.

# ***Basic Knowledge Curriculum – Early Childhood***

## **Session Success**

### **Foundational:**

Positive Interactions with Children (*BKC-EC 1*)

Child Safety & Routine Care (*BKC-EC 2*)

Child Abuse & Neglect-Mandated Reporter (*BKC-EC 3*)

Safe Environments (*BKC-EC 4*)

### **Guiding Children’s Behavior (*BKC-EC 5*)**

Playing with a Purpose (*BKC-EC 6*)

Routines, Rituals & Schedules (*BKC-EC 7*)

### **Supporting:**

Physical Development (*BKC-EC 8*)

Language & Communication Development (*BKC-EC 9*)

Social & Emotional Development (*BKC-EC 10*)

Creative Development in Children (*BKC-EC 11*)

Cognitive Development (*BKC-EC 12*)

Promoting Physical & Mental Health (*BKC-EC 13*)

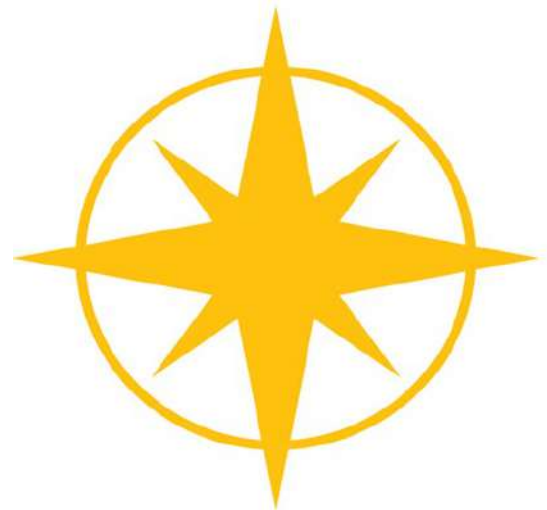
Healthy Eating (*BKC-EC 14*)

Group Interactions in Child Care (*BKC-EC 15*)

Families & Community Engagement (*BKC-EC 16*)

Promoting Cultural Awareness (*BKC-EC 17*)

Professionalism & Leadership (*BKC-EC 18*)



# Learning Objectives

**At the end of the training, participants will be able to:**

**\*These objectives relate directly to the exit assessment.**

1. Explain why children exhibit challenging behaviors.
2. Define positive guidance.
3. List three strategies to help alleviate challenging behaviors.
4. Describe the problem-solving process for young children.

The training will meet the requirements of the *Core Competencies for Early Childhood and Youth Development Professionals* (Kansas and Missouri) and the Child Development Associate Credential (CDA) in the following content areas:

CDA	2. Advancing children’s physical and intellectual development 3. Supporting children’s social and emotional development	
Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri)	VI. Interactions with Children and Youth 1. Protecting Individual Guidance	
	Level 1:	a. Guides behavior in positive ways.
		b. Demonstrates developmentally appropriate guidance approaches and interactions.

# Agenda

## Guiding Children's Behavior

Welcome.....10 minutes

- Shared Agreements
- Review Objectives

*Guidance Strategies*.....50 minutes

- Why Do Children have Challenging Behavior?
- What is Guidance?
- Inappropriate Guidance Techniques
- Proactive Strategies
- Reactive Strategies
- Positive Guidance Strategies

Break.....10 minutes

*Show-Me Child Care Resources*

*Proactive Positive Guidance* .....40 minutes

- Focus on Do's Instead of Don'ts
- Building Responsibility and Confidence
- Adapt the Environment
- Provide Choices
- Setting Boundaries
- Develop Problem-Solving Skills
- Model Appropriate Behavior

*Wrap Up* .....10 minutes

- Action Steps
- Review Objectives
- Exit Assessment
- Session Satisfaction Surveys
- MOPD Systems Key Functions
- T.E.A.C.H. MISSOURI Scholarship
- Online On Demand Training—MO Workshop Calendar
- Show Me Child Care Resources*

# Action Items

## Guiding Children's Behavior

Use this page to record new ideas, things to remember and actions to take tomorrow.

I WANT TO REMEMBER...

ACTION STEPS:

1.

2.

# Why Do Children Display Challenging Behavior?

## Child's Nature



- Children are naturally curious. They are likely to use this curiosity and discovery to stretch their boundaries.
- We teach children to discover and explore to stretch those boundaries as well.
- It is our job as child care educators to help them understand the boundaries.
- Children may display challenging behaviors if their innate needs are not met. Natural needs such as food, diapering and attention could cause children to exhibit challenging behaviors.

## Development

- Knowledge of basic ages and stages of development will help educators set appropriate limits and have an understanding of reasonable expectations for children.
- Meet the child where they are to help them find success with their behaviors and development. It takes time and patience to build self-regulation skills.
- Other factors such as parental exposure to drugs, alcohol, lead, smoke, or stress can impact brain development which can negatively impact language, social, emotional, physical and cognitive development.



# Why Do Children Display Challenging Behavior?

## Environmental Factors

- When children feel stressed, crowded, or are exposed to noise or disorder, their behavior can be influenced.
- If they are bored, tired, sick or hungry they may not be able to express their need and may act out.
- There are different sets of “rules” at home versus other places.
  - Some children may live in several locations such as with grandparents, mom, and dad with each having their own household rules.
- Environments that lack order or are not developmentally appropriate can create stress for children.
- Exposure to violence in the neighborhood or television can also cause behavior challenges.
- Poverty and the social conditions surrounding poverty such as insufficient nutrition, chronic stress, or chaotic environment can cause children to have challenging behavior.
- Changes in family structure can also cause challenging behavior.



**Children need routines and schedules to help them succeed.**

## Learned Behaviors



- The environment influences children’s behavior.
- Children are good observers and excellent imitators.
- They will repeat and/or attempt to repeat behaviors.
- When we establish expectations for children, educators need to follow those expectations as well.
- Children will also model behaviors from their peers.
- Consistency is a critical component in promoting positive behavior.



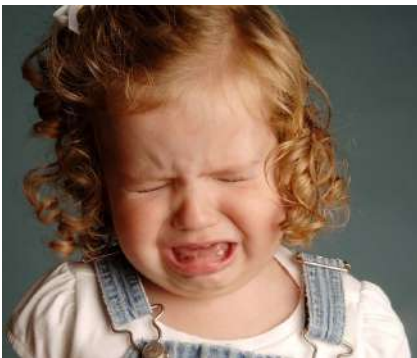
# Behavioral Characteristics

## Infants/Toddlers:



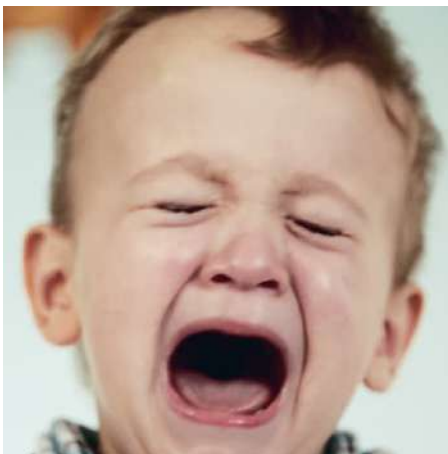
- Are self-centered. They focus on their own needs.
  - Need to be reminded frequently of the rules.
  - Be specific. They need clarity to understand the meaning.
  - Are experimenting with cause and effect. They have not learned how to predict which action will result in what behavior.
  - Lack language skills.
  - Have a limited number of choices when reacting to situations. Typically they react physically.
- 

## Two's:



- Learning to carry out simple, two-step directions.
  - Become aware of the feelings of others as well as their own, and beginning to show empathy for others.
  - Express emotions with increasing control. Learning to verbalize feelings more often.
  - Starting to connect cause and effect relationships.
  - Frequently displays aggressive feeling and behaviors.
  - Beginning to see the benefits of cooperation.
  - Enjoys small group activities.
- 

## Preschool:



- Prone to fears and anxiety of the unknown.
- Starting to think ahead to predict the consequences of their actions.
- Emotional outbursts are briefer in length.
- Develops attachments to “special friends.”
- Experiments with personal feelings of power and friends.
- Developing stronger attachments to caregivers and friends.
- Learning to solve conflicts verbally rather than with physical aggression.
- Reports to an adult when others break “rules.”

# Ideas for Positive Guidance

## Supportive Actions for Positive Guidance

- Expect the best from a child, get on the child's level and maintain eye contact.
- Be patient, cooperative, and kind while using a soft voice when guiding children's behavior.
- Encourage and support children often.
- Set clear and consistent rules.
- Supervise activities and keep the environment safe.
- Show interest in the children and their activities.
- Model positive behavior.
- Provide appropriate, engaging, and fun activities.
- Encourage self-control and provide meaningful choices.
- Focus on the desired behavior rather than the one to avoid.
- Help children see how their actions affect others.
- Know when YOU need a break. **Don't** be afraid to ask for one.



**The first step in positive guidance and promoting self-discipline is to understand child development and to build trusting relationships.**

## Educators Do Not...

- Leaving children unsupervised for any reason.
- Using physical punishment of any kind (pinching, biting, placing hot sauce or bitter liquids on tongue, hitting, slapping, spanking, tug body parts, pull hair-- NO harmful actions).
- Threatening, belittling, or using harsh words.
- Calling children labeling names (such as cry baby or whiner).
- Using food or physical activity, such as outside play time, as punishments or rewards.
- Yelling or losing control.
- Restraining a child.
- Arguing back or become defensive.
- Promising things you cannot change or produce.



# Strategies for Guiding Children’s Behavior



**Proactive:** Actions to alleviate difficult behaviors

**Reactive:** Educators reactions to promote positive behavior

## Proactive Strategies

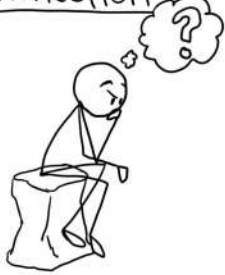
- Use simple direct language when giving directions.
- Supervise children and assist them when they are upset or frustrated.
- Walk around while they are playing to observe and listen to their conversations.
- Organize equipment and toys to eliminate long runways or areas too crowded.
- Have several choices of toys and equipment for children to use.
- Recognize good behaviors that you would like to see repeated.
- Rotate toys to attract children’s interest.
- Keep children busy and engaged in fun activities.
- Model the behaviors you want.
- Plan to avoid waiting.
- Prepare children to transition when moving between activities.

## Reactive Strategies

- Listen to each child and repeat what he or she tells you.
- Stay on the level of the child when speaking to him or her.
- Say “yes” to something else. Such as, “You may not climb on the chair; however, you can climb on the caterpillar climber.”
- Help children re-enter play when the opportunity is right.
- Offer a compromise.
- Redirect or distract.
- Offer logical consequences-“You lose the chance to play with the blocks if you throw the blocks.”
- Ignore irritating, but not dangerous behaviors.

## How does your environment promote positive guidance?

Reflection



- How consistent is your schedule?
- How do the children know rules of the classroom?
- How do the children know you care and are interested in them?



Ideas to better promote positive guidance

Two things you want to remember about guidance.

**Draw or Write:**



*Questions?*

Dori Martin, Resource Specialist  
 Child Care Aware® of Missouri  
[dori@mo.childcareaware.org](mailto:dori@mo.childcareaware.org)  
 or 314-535-1458 x611

The screenshot shows the homepage of the Show Me Child Care Resources website. At the top left is the logo with the text 'Show Me Child Care Resources' and 'Saving Time. Sharing Costs. Increasing Quality.' Below the logo is a navigation menu with links: HOME, SAVINGS, CLASSROOM, FAMILY ENGAGEMENT, HR, MARKETING, PROGRAM ADMIN, QUALITY, REGULATIONS, TRAINING, and COMMUNITY. A large banner features a photo of a doctor examining a child's eyes with a microscope. Below the banner are three main content boxes: 'New and Noteworthy' with links to 'Dental Insurance / Vision Benefit', 'Curriculum/ Curricula (5 new resources)', and 'Executive Function Resources (41 New resources)'; 'Everyday Savings' with a link to 'Save money on your everyday purchases'; and 'Flu Season' with a link to 'No better time than now to keep your health a priority'. On the right side, there is a 'ChildCare Aware OF MISSOURI' logo and a 'Show Me Jobs' section with links for job seekers and employers. The footer contains 'About Us | Contact Us | Privacy Policy & Terms of Service' and 'Reference Sheets: Center Family'.



# Positive Words

Situation	Negative/Disrespectful	Encouraging/Respectful
Sally spills the paint.	"Can't you do anything right?"	"That's a hard job. Next time, hold it this way and it may not spill."
Jeff cries because he can't get the lid off the box.	"If you'd listen to me, you'd know how to do that."	
Sam yells because he can't get the wheel to fit on the motorcycle toy.	"I told you it wouldn't work."	

Don't	Do
Don't throw the ball	Roll the ball on the floor.
Don't squeeze the kitten	
Quit hitting your friends	
Don't touch	

NOTES:

# Opportunities to Build Independence: Meal Time

## Is the requested task developmentally appropriate?



Ms. Cindy's 3-year-olds are getting ready to eat lunch. She has lunch helpers who have helped set the table. As children wash hands and sit at the table, they sing a song to keep them focused. Ms. Cindy puts the meat, veggie, fruit, bread and milk on each table.

How do you think she prepares the serving bowls to meet the skills of the children? She places the food in smaller food containers so they are not too big and heavy. The milk is in child-size pitchers which little hands can easily pour. The serving utensils are just the right size to equal the portion of food they need to scoop. The children know to start with taking one scoop of each fruit and veggie. Ms. Cindy knows that it is enough food to meet licensing and the food program.

## Allow the freedom to make mistakes

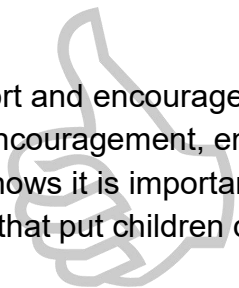
Tommy does a great job getting his food. Ms. Cindy says, "Tommy, I like the way you passed the peas." Jane starts to take the applesauce and has a hard time holding the spoon. Ms. Cindy says, "Jane, you are doing a great job with the applesauce." Notice she does not ask if Jane needs help. She knows Jane either will spill it or will ask for help. The next child, Margaret, is pouring her milk while talking to David. "Oh oh!" says Margaret as she spills the milk. "That is OK." "What should we do now?" says Ms. Cindy. Margaret gets excited and says "Oh, I know!" "I can use the dish cloth to clean it up." "That's right," says Ms. Cindy.



This is the way Ms. Cindy is building responsibility with her children. When accidents happen such as spills, it is ok. That is part of the learning experience.

## Reward the process

Learning a new skill is a process. Support and encouragement is essential to building independence or any new skill. Ms. Cindy knows her encouragement, empathy, and support will guide the children to learn from these experiences. She knows it is important for children to focus on the learning experience and not use negative words that put children down and destroy their opportunity to learn.



# Opportunities to Build Independence: Meal Time

## Practice, Patience and Perseverance

Ms. Cindy knows that today is not the only day for learning. Every day is a learning opportunity. With practice, Jane will increase her coordination to hold the serving spoons and Margaret will gain the confidence to pour her milk.



Building independence and responsibility is about letting children take risks and make mistakes. This is sometimes difficult for us to do as adults. We must also remember that not all cultures value risk taking. In these cases, encouraging competence and confidence through everyday activities may be the way to build responsibility.

*What is another everyday activity where you can encourage independence?*

*What are two strategies you can use to build independence during that activity?*

1.

2.

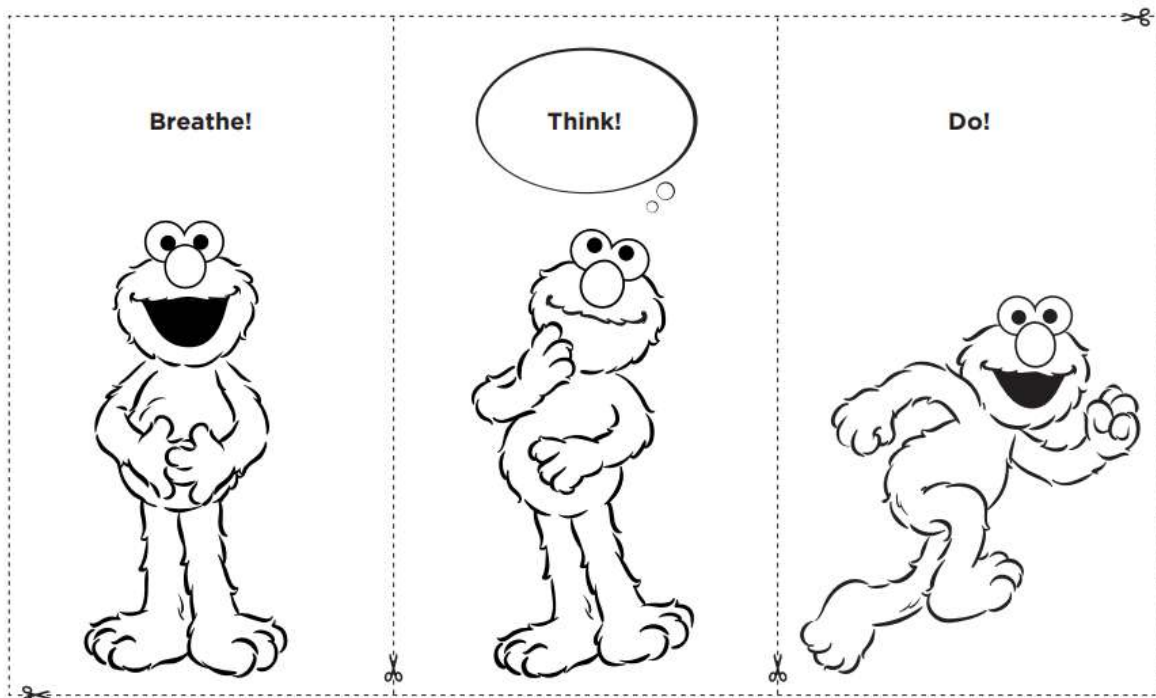


# Breathe, Think, Do



## Breathe, Think, Do Cards

Cut out one set of the Breathe, Think, Do Cards for each child and use them to help remember the steps to problem solving!



For more resources, go to [sesamestreetincommunities.org](http://sesamestreetincommunities.org)

©/TM 2016 Sesame Workshop. All Rights Reserved.

# Problem-Solving Skills

## Scenario

*Gary is four years old. He grabbed a toy he wanted to play with from his friend, Ira. Ira started crying and told the teacher. How could the children resolve this peaceably?*

## Steps to Develop Problem-Solving Skills:

### **1. Guide child to identify and describe the problem.**

- Listen openly and non-judgmentally while Gary and Ira are explaining the problem.
- Clarify feelings...Ask Who, What, Why, Where and When? Who has the ability to fix it?
- Use feeling messages (“it seems that you feel....and I feel...”) to check Gary’s understanding of how he feels.

### **2. Have child brainstorm solutions to fix the problem.**

- Assist children to think of things to help solve problems. (See **PW page 18** for cue cards that can be used)
- Ask children, “How can we avoid this? Or, what should we do about this?”  
Gary comes up with a few ideas:
  - Stay away from his friend.
  - Tell his friend that he lent it to someone else and that person lost it.
  - Gary’s brother has the same toy, so he could give that one to his friend.

### **3. Evaluate possible solutions together with child.**

- Four (4) questions to help a child decide if the options will work.
  - Is it unkind?
  - Is it hurtful?
  - Is it unfair?
  - Is it dishonest?

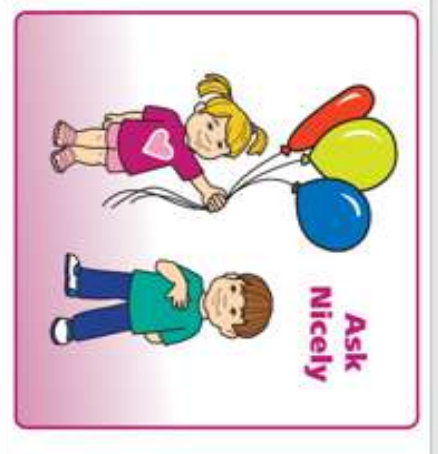
### **4. Partnering with the child.**

- Praise the child and ask how he feels.
- Allow the child to discuss the questions and solutions to the problem
- Partnering with children to solve their own problems improves their self-esteem, assertiveness and sense of responsibility. The older the child, the more involved they can be with the problem-solving process.

When safety is a concern, problem-solving and consequences are not appropriate. You can’t let children hurt themselves, their friends, or any item.

#### **Safety is an issue:**

1. Attend to the immediate concern.
2. Then respectfully and calmly, talk with children about their behavior and why safety is at risk.



# Positive Guidance Technique Challenge

**Technique or Strategy that is challenging for me:**

**Two things I can do to meet the challenge:**

**Draw or Write:**

**1.**

**2.**

Center for Early Childhood Mental Health Consultation  
[https://www.ecmhc.org/tutorials/social-emotional/mod4\\_3.html](https://www.ecmhc.org/tutorials/social-emotional/mod4_3.html)

# Confidence Leads to Independence



Whenever you include children in doing things like reading a book or preparing meals, you are not just showing them that you care about them; you are also helping them to practice many skills they are learning or will learn. You are giving children confidence and confidence leads to independence. The following are some typical activities that you can do with pre-school children. Next to each activity are the skills that the children are actually practicing while having fun.

## **Activity: Reading aloud to children**

**Skills-**When children listen to you read they are hearing the tone and speed with which they will use when reading to themselves someday. They are learning that reading is talk on paper and that books help learn about the world around them. Also, they are learning about rhymes if you read poetry, about real life if you read about nature, and that reading is a pleasurable activity.

## **Activity: Having children “read” to themselves**

**Skills-**Even if they can’t read, children can look at the pictures, while you read an adult book yourself. Reading along with children helps them to develop the skill of reading to themselves. Set aside time to read aloud to children and also time to have children read to themselves. If we don’t help children make this time special, they will not know how to do this for themselves when they get older.

## **Activity: Mixing the ingredients for a cake or for bread**

**Skills-**Children learn about measurement when you bake with them. Also, they learn to mix liquids and solids, which turn to thick liquid. This is a beginning science experience. Baking helps children learn about how changes take place: the yeast in bread makes it rise; the heat in the oven turns the thick liquid batter to a solid cake or a loaf of bread. It teaches sequence. (Put the flour in the bowl first, the eggs and sugar in second, and third.) Also, baking helps children know where food comes from. It teaches children that bread, cake, cookies, and pies come from flour, sugar, eggs, yeast, fruit, salt, vanilla, and many other foods that they can see, smell, touch, and eat.



# Biting: Why They Do It?

Teething, frustration, and anxiety are only some of the reasons infants and toddlers bite others. By understanding the reasons and being aware of possible solutions, you can help children through this typical stage of development.



**Reason:** *A need for autonomy and control.*

Toddlers are in the process of developing “autonomy,” that is, doing things for themselves. They want to make their own choices and control their environments, so they make demands. As toddlers move out and away from adults, and then come close again for comforting, biting may be a way to feel powerful over others.

**Solution:** Help toddlers achieve a balance between their need for control and their need for loving by setting firm limits. Set up your environments so infants and toddlers can have long stretches of time to explore and make choices. To help children feel powerful, allow and provide as many options as possible where they can make choices, such as the pear or apple slices for snack.

**Reason:** *Exploration.*

Biting is a part of sensory/motor exploration. Toys, food, and people must be touched, smelled, and of course, tasted if the toddler is to learn.

**Solution:** Children need many social experiences to learn how to interact with others. Acknowledge a child’s interest in other children by saying, “You like Darin. You gave him a toy.” If a child reaches out to others with aggression, gently take his or her hands and say, “Touch gently.” Notice and comment on positive peer interaction, such as one child hugging another, giving a toy or smiling.

**Reason:** *Cause and effect.*

Infants and toddlers truly investigate cause/effect relationships. Biting gets a response, usually a very strong one! It’s as if a toddler is saying, “What will happen if I bite Susie? What reaction will I get?”

**Solution:** Provide toys that respond to children’s actions. When a button is pushed, a figure pops up; when a knob is turned, music plays. Keep in mind that sand, dirt, water, paints, and blocks provide open-ended experiences. Notice and respond positively when children pat, hug, or give a toy to another child.

# Biting: Why They Do It?



## **Reason:** *Attention.*

Everyone hates to be ignored and children under three are no exception. Receiving more negative attention than positive attention continues a cycle of negative behaviors.

**Solution:** Give the biter lots of positive, warm attention throughout the day. This can be difficult especially when you're feeling frustrated with a child who bites. Remember, however, that when children's positive, busy, curious, helpful, productive behaviors are recognized, they are more likely to continue to behave that way more often.

## **Reason:** *Frustration.*

Young children may bite others when they don't yet have the language to express their wishes and feelings. Too many children in a room, low adult/child ratios, or not enough space can also lead to frustrated, biting children.

**Solution:** Help young children develop behaviors for handling these feelings. Help a child say "NO!" to another child who grabs a toy. Teach a child to say, "I feel angry (sad, happy, etc.)" to adults and peers. Remember that a young child's environment may need to be changed before biting decreases. A smaller number of children in one room can make a big difference.

## **Reason:** *Anxiety.*

A young child may be experiencing anxiety about events happening to them (for example parents divorcing or separation from loved ones). Biting may relieve tension in the child.

**Solution:** Try to understand what is going on in your toddlers' lives beyond your setting. ALWAYS complete an accident report on the biting incident. To ensure confidentiality, it is important not to reveal names in the accident report and in conversations with parents.

# If Biting Continues....

- Observe when biting occurs and who is being bitten. Keep records and try to determine patterns.
- Assign a primary caregiver to carefully supervise the biter.
- Encourage staff to express their opinions and share any feelings of anger and frustration to their supervisor, mentor or close friend. Review the reasons that children bite and techniques you can use. Assess carefully the program environment that may trigger biting, i.e., congestion, confusion, ratios, group size, waiting, etc.
- Meet with families and staff to discuss options.
- Reinforce your commitment to work together so guidance techniques at home and in your program are consistent.
- Remember that families need to understand biting in toddlerhood is developmentally appropriate. Send a newsletter home to let parents know why toddlers bite.
- Explain that this is a common problem whenever children are brought together in a group, and that staff will do everything possible to ensure the safety of all children.
- If a child continues biting past age three years or bites viciously, seek professional help, consultation services, and/or explore the possibility that the child may need an environment with fewer children and more one-on-one adult attention.
- Never bite back



## RESOURCES

### Children's books about biting:

- *Teeth Are Not for Biting* by Elizabeth Verdick
- *No Biting* by Karen Katz
- *No Biting, Louise* by Margie Palatini

### Zero to Three

<https://www.zerotothree.org/resources/232-toddlers-and-biting-finding-the-right-response>

### Kids Health from Nemours

<https://kidshealth.org/en/parents/stop-biting.html>



# Guiding Toddler and Preschool Behavior

## **FOCUS ON THE POSITIVE:**

Catch them being “good” and describe what you see.

- “You two really are cooperating with each other.”
- “Thank you for helping clean up the toys.”

## **SET LIMITS:**

Use clear, concise and positive language, such as:

- “Use walking feet.”
- “Feet stay on the floor.”
- “Use inside voices.”
- “Use gentle touches.”



## **REDIRECT:**

Guide the children to another, more appropriate activity or where more materials are available for use.

- “If you want to paint, use this big bag to paint a picture.”
- “Here’s another truck you can use.”

## **OFFER CHOICES:**

Offering two or more reasonable and “acceptable” choices invites children to see and experience self-control over a situation.

- “You may sit on the red or the blue chair.”
- “Which toy would you like to put back?”

## **ESTABLISH CONSEQUENCES:**

Consequences should be appropriate, consistent, and implemented immediately following the child’s unacceptable behavior.

- “If you write on the wall (or table), you will help me scrub off the crayon marks.”
- “If you tear the book, you can help me fix it with this tape.”

## **HELP THE CHILD EXPRESS FEELINGS:**

Children are likely to cooperate when you recognize their feelings and help them express them in words. This also helps children understand their feelings instead of being frightened and controlled by them.

- “You sound sad.”
- “Oh, that is so frustrating!”

## **ENCOURAGE PROBLEM SOLVING:**

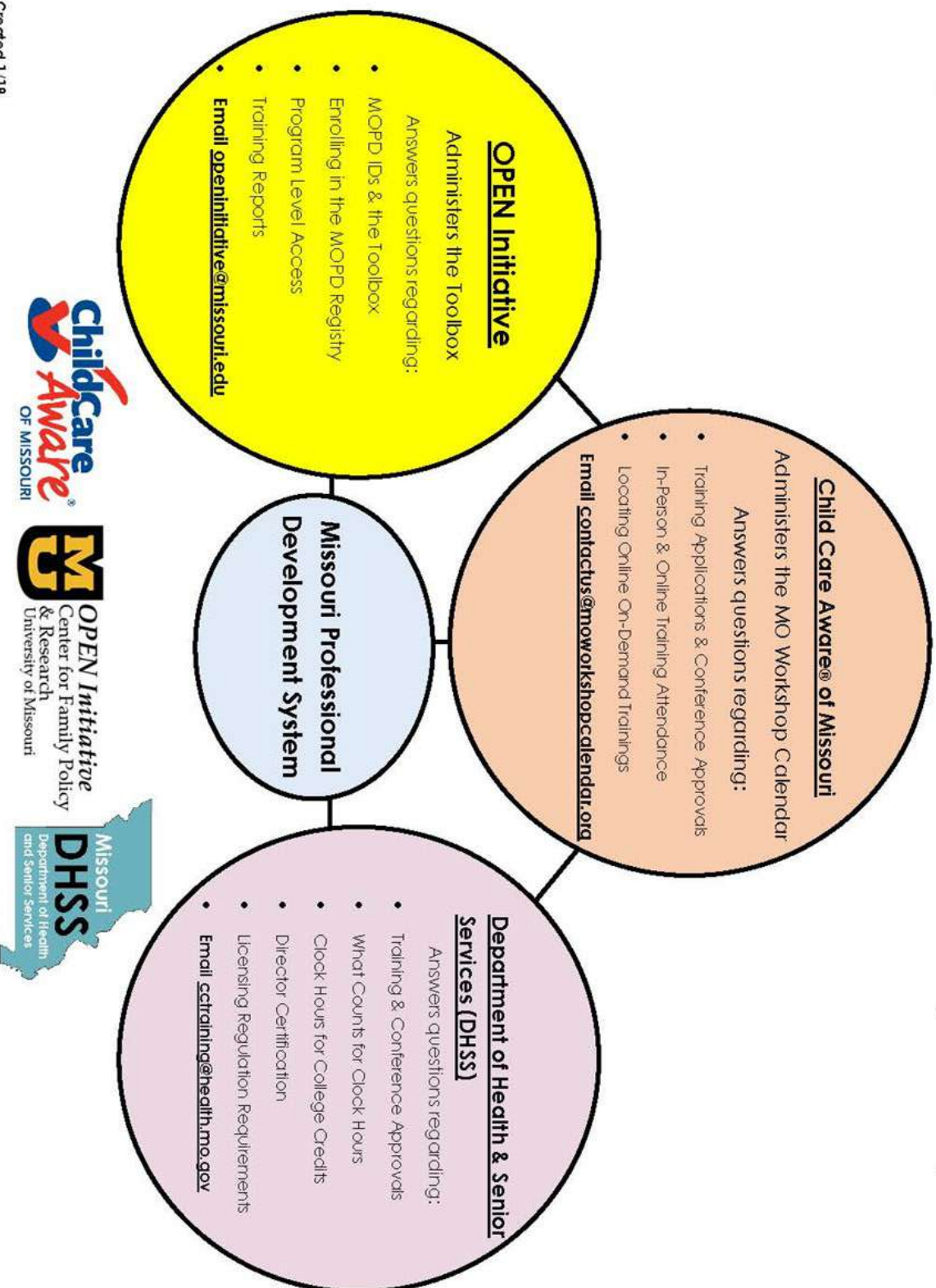
Helping children find their own solutions stimulates self-reliance and confidence. Taking ownership of a solution means there is a better chance the solution will take place.

## **USE “CALM DOWN” TIME:**

Sometimes children need some space to regain self-control. Calmly take the child aside and, if possible, comfort him/her until he/she has a chance to cool down. Show respect for the child and his/her feelings. Let the child decide when he/she has calmed down enough to join the group.

# Resources

## Key Functions of the Missouri Professional Development System



Credited 1/18

# Resources

## T.E.A.C.H. MISSOURI Scholarship

**Want to continue your education?**



- Support college credits towards early childhood AA/AAS or BA/BS
- Statewide scholarship available to directors, teachers and assistants in **licensed** child care programs
- Partnership between the scholarship recipient, sponsoring employer and T.E.A.C.H. MISSOURI with each paying a portion of tuition and books
- Applications accepted year round
- Visit our website [www.teach-missouri.org](http://www.teach-missouri.org) to learn more and access an application



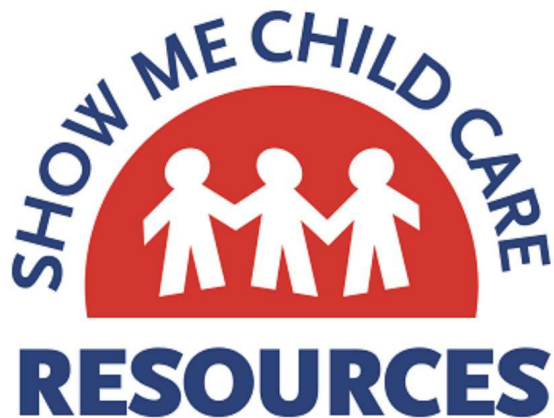
Missouri's most trusted child care resource.

1-866-892-3228

[mo.childcareaware.org](http://mo.childcareaware.org)

- Our referral service uses a database containing Missouri child care programs.
- Families are able to access the database and search for programs near them or contact a resource specialist to assist them in their search.
- All information in the database is self-reported by programs.
- We encourage families to ask questions about the child care programs in order to find a program that best suits the needs of their children.
- Update your Program Information Form (PIF) at least annually or when changes occur.





*Questions?*

Dori Martin, Resource Specialist  
 Child Care Aware® of Missouri  
[dori@mo.childcareaware.org](mailto:dori@mo.childcareaware.org)  
 or 314-535-1458 x611

The screenshot shows the homepage of the Show Me Child Care Resources website. At the top left is a map of Missouri and the text 'Show Me Child Care Resources'. Below this is the tagline 'Saving Time. Sharing Costs. Increasing Quality.' and a decorative line of red stick figures. To the right, it says 'Sponsored by: ChildCare Aware OF MISSOURI'. There is a user login area with 'Welcome, Lauri!' and 'My Profile | Log Out', a search bar, and social media icons for Facebook and Pinterest. A navigation menu includes: HOME, SAVINGS, CLASSROOM, FAMILY ENGAGEMENT, HR, MARKETING, PROGRAM ADMIN, QUALITY, REGULATIONS, TRAINING, COMMUNITY. Below the menu is a featured article titled 'Routine Vision Coverage & More' with a 'Learn More' button. Underneath are four promotional boxes: 'New and Noteworthy' with a list of resources and a 'See More' button; 'Everyday Savings' with a 'Save Now' button; 'Flu Season' with a 'View Now' button; and a 'ChildCare Aware OF MISSOURI' box with text about 'Show Me Jobs' and links for job seekers and employers. The footer contains links for 'About Us', 'Contact Us', and 'Privacy Policy & Terms of Service', along with reference sheets for 'Center' and 'Family' and a note 'Powered by CCA For Social Good ©2019 CCA Global Partner'.



CDA SCHOLARSHIP  
PROJECT

# GET YOUR CDA CREDENTIAL!

Get Paid \$380 | No Assessment Fee | Advance Your Career



Do you work in a licensed or  
license-exempt child care program?



Do you work in a child care program  
that accepts DSS subsidy?



Do you work a minimum of  
20 hours per week?



Have you worked in the same child  
care program for at least 3 months?

If you answered **YES** to these questions, enroll in the CDA Scholarship Project at [www.cdaskolarshipmo.org](http://www.cdaskolarshipmo.org). Space is limited.

Don't delay...sign up **TODAY!**

Funded by the State of Missouri - Children's Division