

The Quality Enhancement Initiative



May 2012

When those tears mean that something good is happening...

Remember the feeling you had as you drove away from your loved ones' house after a visit? Remember that look back to see them standing on the porch waving goodbye, the twinge of sadness that the visit was over, the realization that you didn't know when or if you would see them again and the wonderful memories that you would always treasure?



Babies and young children also feel this way. "Feelings of loss, sadness, perhaps some anxiety, are signs that you are attached to a person." says Linda Gillespie and Amy Hunter, from *Zero to Three*, as they explore attachment in an article published by NAEYC's Young Children titled, [Creating Healthy Attachments to the Babies in Your Care](#).

Teachers have an amazing opportunity to support healthy attachments with each child in their care, especially in the early care and learning context. Building and maintaining those attachments, both through our interactions with the children and helping to foster better relationships between parent and child can greatly impact a child's future. But this does not happen by accident. The **strategies** used to build attachments are unique to each child/caregiver relationship and require both a thoughtful approach and self-reflection.

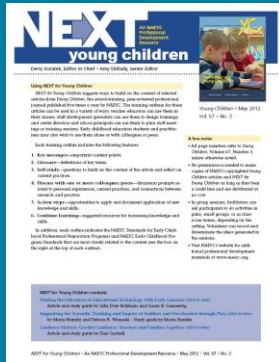
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What Best Practice has to say...

- Teaching staff function as a secure base for children and evaluate and change their responses based on individual needs (NAEYC 1.B; NAFCC 1.2)
- Teaching staff develop individual relationships with the children that are responsive, attentive, consistent, and culturally sensitive (NAEYC 3.B.03; NAFCC 1.2,3.5,1.6)

- Policies state that children have a primary caregiver throughout the day and transitions are minimized. (NAEYC 10.B.11,13-15)
- Children develop and learn best in the context of a community where they are safe and valued, their physical needs are met and they feel psychologically secure. (NAEYC's [Code of Ethical Conduct](#)/ position statement on [DAP](#))



Did you know?

NAEYC is now offering study guides for many of the articles found in *Young Children* and *Teaching Young Children*. Look for **NEXT-YC** and **NEXT- TYC** at [NAEYC.org](#), a NAEYC professional development resource. The study guide for the article referenced above can be found in the **September 2011** issue.

Keeping Infants In Mind & Children's Behavioral Health Conference

May 15-17th, 2012
Tulsa Southern Hills Marriot

Tuesday May 15th- *Infant Mental Health for Everybody* with Paul Spicer

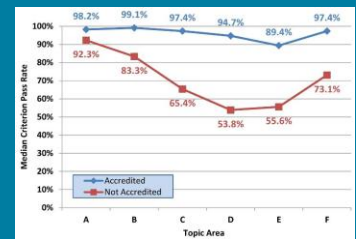
This workshop will focus on the ways that infant mental health perspectives can be applied in a broad range of interventions exploring the relevance of approaches from infant mental health for work with children and families.

For more information: [download a complete brochure](#)



Find out more!

NAEYC has issued it's latest [Trend Briefs](#) evaluating Accreditation Standards across programs. The research shows what criteria were most predictive of success in achieving and maintaining accreditation. Log in to [Torch](#) for more information.



For more information about the Quality Enhancement Initiative or to speak to an Accreditation Specialist please [Contact Us!](#) Join us at our [Program Directors meetings](#).

Sincerely,

The Quality Enhancement Initiative Team

Child Care Resource Center



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