

What Could You Say? [video]

About Empowering Preschool Quality (EPQ)

This collection was created to provide resources for early childhood professionals and the trainers providing professional development for them.

With the strong focus on early childhood education in recent years the EPQ Project is striving to meet the needs of teachers who are continually working to better serve young children. As the EPQ Project continues to grow, content will be added and revised as appropriate to meet the changing needs of teaching professionals and trainers.

As you explore this site, you will find a wealth of information including:

- [Video](#) examples of children and teachers in classroom settings that relate to specific
- Iowa Early Learning Standards ([IELS](#))
- Iowa Quality Preschool Program Standards ([IQPPS](#))
- National Association for the Education of Young Children ([NAEYC](#)) Standards and Accreditation Criteria
- A page for Trainers with resources to support their work

Although this work is based primarily on Iowa standards, the information contained in this web site is useful to early childhood professionals, consultants, or professional development providers outside of Iowa. The video examples illustrate high-quality preschool practices and will reflect the standards adopted by most states.

The EPQ Project was developed to help early childhood professionals and trainers achieve ever higher levels of excellence. You can help the EPQ Project achieve this by sharing your suggestions on how we can improve via our comment form.

NAEYC

Areas of Development: Social-Emotional

2.B.01- In Ms. Huinker's classroom, **children have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.**

Ms. Huinker wants to help Nathan and Jillian clarify a conflict they are having. She encourages Nathan to use his words to tell Jillian what his needs are. She then asks Jillian if she thinks she can comply with Nathan's request, which she does.

Creating Caring Communities for Learning

3.B.05- Ms. Huinker **helps individual children learn socially appropriate behavior by providing guidance that is consistent with the child's level of development.**

Ms. Huinker encourages Nathan to use words to help resolve a conflict he is having with Jillian. When Nathan asks Jillian to "please stop," Ms. Huinker explains to Nathan that Jillian may not know what she's doing that is upsetting him, so she prompts Nathan to tell Jillian what he would like her to stop doing.

Creating Caring Communities for Learning

3.B.06- Ms. Huinker **manages behavior and implements classroom rules and expectations in a manner that is consistent and predictable.**

Ms. Huinker expects children in her classroom to work towards resolving conflicts by talking through the problem. When Nathan is upset with Jillian, Ms. Huinker encourages him to tell Jillian what he needs from her. When Nathan tells Jillian in a clear way what he would like from her, Ms. Huinker checks to see if the resolution is acceptable to Jillian as well as Nathan.

IELS

9.1-Language Understanding and Use

Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.

Nathan **expresses needs, wants, and feelings in socially appropriate ways.**

Nathan has a disagreement with his friend Jillian. Ms. Huinker tries to clarify the situation by asking Nathan what is happening. He describes the conflict to Ms. Huinker who then asks Nathan if he has used his words to tell Jillian how he feels. Nathan asks Jillian to "stop".

9.2-Self-Regulation

Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.

Nathan ... **states feelings, needs, and opinions in difficult situations without harming self, others, or property.**

Nathan is upset about something his friend Jillian has done. Ms. Huinker reminds Nathan to use words to tell Jillian what he needs and Nathan does so without further difficulty.

9.4-Peer Interactions

Children develop the ability to interact with peers respectfully and to form positive peer relationships.

Nathan **negotiates with others to resolve disagreements.**

Nathan has a disagreement with Jillian. Ms. Huinker prompts Nathan to tell Jillian what he needs from her. Nathan tells Jillian to "stop" and Jillian agrees.

IQPPS

Areas of Development: Social-Emotional

2.12- In Ms. Huinker's classroom, **children have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.**

Ms. Huinker wants to help Nathan and Jillian clarify a conflict they are having. She encourages Nathan to use his words to tell Jillian what his needs are. She then asks Jillian if she thinks she can comply with Nathan's request, which she does.

Creating Caring Communities for Learning

3.5- Ms. Huinker **helps individual children learn socially appropriate behavior by providing guidance that is consistent with the child's level of development.**

Ms. Huinker encourages Nathan to use words to help resolve a conflict he is having with Jillian. When Nathan asks Jillian to "please stop," Ms. Huinker explains to Nathan that Jillian may not know what she's doing that is upsetting him, so she prompts Nathan to tell Jillian what he would like her to stop doing.

Creating Caring Communities for Learning

3.6- Ms. Huinker **manages behavior and implements classroom rules and expectations in a manner that is consistent and predictable.**

Ms. Huinker expects children in her classroom to work towards resolving conflicts by talking through the problem. When Nathan is upset with Jillian, Ms. Huinker encourages him to tell Jillian what he needs from her. When Nathan tells Jillian in a clear way what he would like from her, Ms. Huinker checks to see if the resolution is acceptable to Jillian as well as Nathan.

HSPS

1304.21(a)(3)(i)(D) - Ms. Huinker **encourages respect for the feelings and rights of others** by helping Nathan solve his conflict with Jillian.

Ms. Huinker expects children in her classroom to work towards resolving conflicts by talking through the problem. When Nathan is upset with Jillian, Ms. Huinker encourages him to tell Jillian what he needs from her. When Nathan tells Jillian in a clear way what he would like from her, Ms. Huinker checks to see if the resolution is acceptable to Jillian as well as Nathan.

1304.21(a)(4)(iii) - Ms. Huinker **promotes interaction and language use among children and between children and adults** through the facilitation and use of problem solving skills.

Ms. Huinker encourages Nathan to use words to help resolve a conflict he is having with Jillian. When Nathan asks Jillian to "please stop," Ms. Huinker explains to Nathan that Jillian may not know what she's doing that is upsetting him, so she prompts Nathan to tell Jillian what he would like her to stop doing.

HSCOF

Social and Emotional Development

Self Control

- Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.
- Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.

Cooperation

- Shows increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.

Social Relationships

- Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.