

## CHAPTER 3

# Professional Skills

## Study Guide

**Directions** Fill in the blanks as you read the section in the textbook or listen to lectures and view demonstrations.

### Professional Communication

Communication is \_\_\_\_\_

How well information is communicated between staff and the people they serve determines \_\_\_\_\_

### Communicating Goals and Philosophy

Answering people's questions about your programs, goals, philosophy, and services is \_\_\_\_\_

Open door policy: \_\_\_\_\_

### Communicating with Bilingual Families

A bilingual person \_\_\_\_\_

Bilingual families may be best served when \_\_\_\_\_

Child care professionals should:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Public Relations

Public relations: \_\_\_\_\_

## Chapter 3 Professional Skills (continued)

Public relations methods include:

- Web site, brochure, telephone, and e-mail:

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- Public presentations:

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### Family Communications

The following communication methods are most commonly used in an early childhood program:

- Informal conversations: \_\_\_\_\_

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- Written messages: \_\_\_\_\_

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- Newsletters: \_\_\_\_\_

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- Telephone usage: \_\_\_\_\_

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- Conferences and scheduled meetings: \_\_\_\_\_

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### Staff Communication

Having polite and comfortable conversations help staff members \_\_\_\_\_

Keeping written records of program details \_\_\_\_\_

Regular staff meetings are the most effective way to \_\_\_\_\_

## Chapter 3 Professional Skills (continued)

### Minimizing Conflict

Communicating in a respectful and professional manner will \_\_\_\_\_

If your supervisor analyzes some aspect of your work:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Respectful Discussion

Express your thoughts and feelings \_\_\_\_\_

Additional suggestions for minimizing conflict include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Documentation

Child care professionals will document information such as \_\_\_\_\_

Documentation can help child care professionals provide:

- Individualized services: \_\_\_\_\_
- Referral records: \_\_\_\_\_

### Recording Information

When documenting information, always write \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Checklists are a quick way to \_\_\_\_\_

## Chapter 3 Professional Skills (continued)

### Professional Ethics

In early childhood careers, ethics relates in particular to \_\_\_\_\_

\_\_\_\_\_

Child care professionals develop \_\_\_\_\_

Professional ethics: \_\_\_\_\_

### Professional Ethics Statements

For programs that serve young children, \_\_\_\_\_ has the most widely known child care ethics statement, called the \_\_\_\_\_

The code addresses four areas:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Employee Responsibilities

In return for your pay and benefits, your employer has the right to expect:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Professional Attitude and Conduct

Ethical professionals maintain desirable character traits, such as \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Supervisors and coworkers alike value a professional who \_\_\_\_\_

\_\_\_\_\_

## **Chapter 3 Professional Skills** (continued)

### **Dress Code**

Your appearance on the job shows \_\_\_\_\_

You should arrive at work \_\_\_\_\_

Dress codes: \_\_\_\_\_

In general, clothing should be \_\_\_\_\_

Avoid jewelry that \_\_\_\_\_

### **Continuing Education**

Keeping up with the latest developments requires \_\_\_\_\_

Some educational opportunities might include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### **Organization Membership and Participation**

Organizations may offer members:

- \_\_\_\_\_
- \_\_\_\_\_

### **Conference Attendance**

Professional conferences: \_\_\_\_\_

Professionals often attend conferences to \_\_\_\_\_

## Chapter 3 Professional Skills (continued)

### Acquiring Credentials

Pursuing the CDA credential:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Requirements for a director's credential vary by state, but often include classes on:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Responsibilities to Children and Families

Child care professionals accept ethical responsibilities for the children entrusted to their care and for their families:

- Protection from harm: \_\_\_\_\_  
\_\_\_\_\_
- Respect for diversity: \_\_\_\_\_  
\_\_\_\_\_
- Developmentally appropriate practices: \_\_\_\_\_  
\_\_\_\_\_
- Confidentiality: \_\_\_\_\_  
\_\_\_\_\_
- Partnerships in caring: \_\_\_\_\_
- Information sharing: \_\_\_\_\_
- Family involvement: \_\_\_\_\_
- Cooperative care: \_\_\_\_\_

## Chapter 3 Professional Skills (continued)

### Responsibilities to Community and Society

Childhood professionals have responsibilities to families, the community, and society at large:

- Compliance with laws: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Cooperation with other professionals: \_\_\_\_\_  
\_\_\_\_\_
- Community outreach: \_\_\_\_\_

### Advocacy

Advocacy: \_\_\_\_\_

Professionals have an ethical responsibility to take action to \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Advocacy Responsibilities

Common issues for children, families, and staff may include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Protecting Individual Rights

All individuals have the right to \_\_\_\_\_

An early childhood professional should be aware of \_\_\_\_\_

Early childhood professionals are obligated to \_\_\_\_\_

## Chapter 3 Professional Skills (continued)

### Legal Acts for Advocacy

Legal acts that help protect every person's rights include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Professionals must always \_\_\_\_\_

### Becoming an Advocate

Ways to keep informed about advocacy issues include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Contacting Legislators

Any contact with voters has the potential to \_\_\_\_\_

\_\_\_\_\_

The most effective way of contacting a legislator is \_\_\_\_\_

Another effective means of contacting legislators who influence public

policy is \_\_\_\_\_