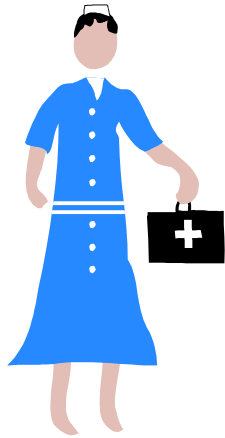


One and a Half-Day Child Care Health Consultation ECELS, aka Healthy Child Care PA



Training Group: Approximately 20 (15-25) health professionals.

Pre-training preparation: Participants are encouraged (but not required) to visit a child care facility before the training

Course Objectives: Participants will be able to

- Describe the needs and roles of individuals involved in the child care health consultation process
- Confirm, acquire or commit to acquiring the knowledge and skills of successful Child Care Health Consultants
- Demonstrate empathy for those who work in child care
- Use adult learning principles to teach health and safety topics to child care providers
- Use credentialed resources as sources of information for providing technical assistance and training for child care providers
- Use problem-solving methodology to establish collaborative action plans with child care providers

Method	Topic	(Activity Time) Clock Time	Content to Cover- Materials to Use (Participant materials in boldface print)
Confirm refreshments and lunch arrangements, restrooms, FAX, phone, VCR etc. Test VCR, check materials	Pre-training Preparation	(30 minutes)	
Group Work Refer to handouts	Refreshments Introductions Warm-up Review of <ul style="list-style-type: none"> • Objectives • Agenda Day 1 and 2 • Materials 	(30 minutes)	<ul style="list-style-type: none"> • Welcome everyone • Refer to and review posted easel agenda for on-line and off-line schedule for the day • Introduce Instructors • Review location of restrooms, telephones, arrangements for breaks and lunch

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			<ul style="list-style-type: none"> • Explain, then use foam ball toss to one participant, then when that participant finishes saying name and years of experience as a Child Care Health Consultant, toss the ball to another participant to do the same. • Using a sample participant packet of materials, pull out training objectives and agenda. <ul style="list-style-type: none"> ➤ Show and discuss training objectives ➤ Show and discuss agenda on flip chart ➤ Show list of knowledge and skills of a health consultant as a handout and as a posted set of easel sheets, indicating that participants should check off on their personal copy of the list which items are those where they have experience and some level of comfort. Later in the training they will have the opportunity to transfer their choices using sticky dots to indicate these items on a posted easel sheet copy of the list to show the cumulative responses of the group (Give participants time to do the check-off, then resume) • Note that all handouts are in the participant packet and that participants will be asked to take out each one for review at the appropriate time in the training. Generally review the content of the rest of the participant materials. • Explain back-ups available from ECELS office for any missing items • Ask help for latecomers and absentees from those who came on time to catch them up • Explain that the instructor needs two volunteers to help the training to run smoothly. Ask for a volunteer participant to help with crowd control (e.g. punctual start and stop times, reminding participants to keep on task if side discussions begin to occur) • Ask for a volunteer participant to help with environmental comfort – to be sure that temperatures are comfortable, lighting adequate, materials easily seen, etc.) • Point out the easel sheet labeled “Parking Lot” for comments and questions during the training. These items will be collated and to the extent possible,

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			addressed at the end of each day. Participants should freely write on sticky notes provided and post them on the "Parking Lot" themselves.
Refer to handout	<ul style="list-style-type: none"> • Welcome to Statewide Network of Child Care Health Consultants • ECELS aka Healthy Child Care PA • Who's Who at state leadership level 	(10 min)	<ul style="list-style-type: none"> • Welcome, Introduce Self and Training • Indicate CHNs are part of a public-private partnership. Thanks for hospitality and networking, including non-CHNs • Explain PA ECELS-HCCA, HRSA-MCHB investment in developing the infrastructure to support Healthy Child Care America • Relationships with funders • Show/discuss services listed in ECELS Brochure • Questions that cannot be addressed during the training will be reviewed for follow-up later. Please put your name and on your questions and comments in case there is need for clarification. • Explain that participants should be thinking about and share suggestions with each other about how they can foster networking after this training ends. Suggest keeping a sheet handy to note ideas for networking and personal plans for implementation of training content.. • Plan to share ideas using evaluation forms in addition to using the Parking Lot.
Show Pre-taped video made by PA DoH	Welcome from the Leadership of the PA DoH	(10 min)	<ul style="list-style-type: none"> • Review state commitment to child care health consultation to improve the quality of out-of-home care for children • Review state view of group care settings as a point of access to young children and their families. • Indicate support for training of health professionals to work with child care providers
Discuss handouts Show exhibited copies of CFOC and Stepping	<ul style="list-style-type: none"> • Role of the child care health consultant • <i>Caring for Our Children</i> • <i>Stepping Stones</i> 	(25 min)	<ul style="list-style-type: none"> • Explain that video will describe big picture issues related to child care health consultation • Review handouts <ul style="list-style-type: none"> ○ HCCA Blueprint for Action

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<p>Stones</p> <p>Show Videotape “The Big Picture”</p>			<ul style="list-style-type: none"> ○ NRC brochure ○ NTI brochure ○ The Role of the Child Care Health Consultant/Trainer (from HCCA newsletter) ○ ST063 and ST064 from 2001 CFOC on health consultants ○ ST064A (types of health professionals to involved when there are CSN), ○ ST065 (frequency of visits). Note no requirement in current PA regulations. ○ Videotape evaluation form <ul style="list-style-type: none"> • Show CFOC as a source, explain 2001 2nd edition as a resource in print and on the web probably available by summer. Give web address as a graphic • Show Stepping Stones and explain as a resource on the web • Show Videotape “The Big Picture” • Suggest that participants use Videotape Evaluation form to rate the video they just viewed, making comments in the open-ended section as they feel appropriate • Ask Participants to note and transfer their choices of items in the health consultant role (skills and knowledge) using the sticky dots to the list posted for the entire group to see – do it during and immediately after the Break period to stagger the task so everyone has a turn
BREAK		(15 minutes)	
Independent participant activity summarized by instructor	Participant Status as Child Care Health Consultants	(10 minutes)	<ul style="list-style-type: none"> • Use the easel sheet dots to review for entire group areas where participants feel most and least confident. Suggest that participants who feel more confident should network with those who feel less so to provide regional support. ECELS will make note of where more support is needed. To the extent possible, during training and certainly after training, ECELS will try to address the areas that participants have indicated they have less experience and feel less confident.
Discuss	Site Visit Observations –	(40 minutes)	<ul style="list-style-type: none"> • Explain that video review approaches that enhance the quality and success

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<p>handouts</p> <p>Show Videotape “Observing Child Care”</p> <p>At stop tape intervals for participant observations, ECELS Instructor asks participants to note their observations, then play tape to compare what the ECELS staff highlighted in the scenes.</p> <p>Allow brief discussion, indicating when additional observations are valid.</p> <p>Limit discussion so there is time to see all 9 observations.</p> <p>Ask participants to complete videotape evaluation form</p>	<p>Guidelines for Success</p>		<p>of observation in child care. Through the eye of the camera, participants will have an opportunity to practice making observations and comparing them with what others notice.</p> <ul style="list-style-type: none"> • Review handouts <ul style="list-style-type: none"> ○ “Classroom Observation Guidelines” (adapted from NTI materials) ○ Some DO’s of Consultation (adapted from NTI materials) • Show Videotape “Observing Child Care” – follow the narrator’s cues to stop the tape so participants can make notes, then continue as soon as you see participants are ready. If discussion is prolonged, ask participants to put a note about their concerns on the Parking Lot. • If time permits, ask the participants to draw on their own individual pre-training site visits and share a brief story about how they did or did not follow the “Do’s of Consultation” – what they observed and how they handled their observations. • Encourage continuing this discussion over lunch = networking and mutual support. • Collect questions for the Q&A
<p>LUNCH</p>		<p>(45 minutes)</p>	

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<p>Lecture and Group Discussion</p> <p>Review handouts</p> <p>Show examples of training curricula</p>	<p>Introduction to ECELS Training Materials</p> <p>Introduction to the remaining tasks for Day 1</p>	<p>(45 minutes)</p>	<ul style="list-style-type: none"> • ECELS Workshop Curricula • ECELS Self-Learning Modules • Explain how ECELS staff write lesson plans (note that instructor has lesson plans for this training that the participants can examine) • Refer to Asthma Workshop Curriculum. Show Asthma Workshop Curriculum, instructor packet and participant packet. Explain how they are used. Show corresponding Asthma Self-Learning Module • Show video segment from Children with Special Health needs, a list and an example of a workshop activity from the curriculum • Explain importance of preparation for teaching, even when familiar with materials • Explain rule of thumb: Ratio of prep to delivery time = 2-3 hours prep:1 hour delivery • Practice and individualization to the group improves performance • Invite participants to discuss their experiences with running training sessions and suggestions for how they have used ECELS or other lesson plans to provide training for child care providers • Encourage networking among those who have more experience with health consultation and training and those with less to provide supportive partnerships for training and consultation tasks. Reminder that ECELS staff available to help by phone, by e-mail with materials and skill building.
<p>Interactive Demonstration</p>	<p>Adult Learning Principles</p>	<p>(50 minutes)</p>	<p>Use separate lesson plans from NTI and training materials provided</p> <p>Note to participants that this curriculum is derived from NTI Module 1 -- pages on these lesson plans are for reference and if any participant wants to follow-up</p>

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			with NTI) <ul style="list-style-type: none"> • Pike's 90/20/8 rule (p. 30) • Cherry's Seven Perceptual Styles (p. 35) • Becoming Acquainted Techniques, Part A p 21 • Methods for Introducing Training Materials p 23 • Characteristics of Adult Learning p 29 • Tips on Using Visual Aids p 40 • Qualities of an Effective Trainer p 48 • Becoming Acquainted Techniques, Part B p50 • Closing Activities p.52
BREAK		(15 minutes)	
Preparation for Small Group and Peer Feedback Exercise	Choose and prepare to Practice Teaching a lesson from an ECELS Workshop Lesson Plan	(15 minutes)	<ul style="list-style-type: none"> • Show sample workshop instructor and participant packets for Asthma, Managing Illness, Back-to-Sleep, Food Allergy, First Aid and Active Play (have two of each available.) • Divide the participants so they can work as 4 groups of no more than 12 people each. Participants can work alone or as dyads/triads to pick what they will teach from the 6 sets of materials, but there will be time for only 4 presentations. Each group picks a different topic to present to the other three groups. Explain that there will be 10 minutes preparation time to teach a 5-minute lesson on Day 2. • If there are more than 12 participants, divide the group into two equal smaller groups, one to be guided by one ECELS Instructor and the other by another instructor, before dividing to pick the lessons from the curricula -- so that presentations on each of 4 topics can be done by the participants alone or in dyads/triads in a small group format. • Have each solo/dyad/triad choose a topic packet to review and plan to teach on Day • Explain that each solo/dyad/triad will have only 5 minutes to present a mini lesson (at 4 minutes, will give a 1 minute warning for time) • Explain that after the presentation, the presenters will have the opportunity for 1-2 minutes of peer feedback of strengths and areas to improve in presentation

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			<ul style="list-style-type: none"> Allow participants make their choices and note them on a blank easel sheet. Allow participants to borrow the curricula from the training site overnight by signing out these materials with the ECELS Instructor. Note: Homework is NOT REQUIRED.
Collect questions Distribute evaluation		(10 min)	<ul style="list-style-type: none"> Invite participants to post any questions they have at this point on the Parking Lot. Collect questions for Q&A <u>Distribute, have participants complete and collect evaluation forms for Day 1</u>
	Q&A Networking	(30 minutes)	<ul style="list-style-type: none"> Respond to questions, get input from participants Ask for suggestions about ways local participants might use for ongoing networking related to child care work
Day 2			
Check Details Accomplished	Pre-training Preparation	(30 minutes)	<p>Confirm refreshments and lunch arrangements, restrooms, phone, VCR etc.</p> <p>Test VCR, check materials</p>
Group Work	Welcome to Day 2	(15 minutes)	<ul style="list-style-type: none"> Welcome and review posted agenda for the day. Review arrangements for breaks and lunch Note and arranging for mentoring of anyone who missed any part of Day 1 Reflect on any adjustments that will be made or follow-up planned based on feedback from evaluations of Day 1 Call attention of all the participants to the richness of collaborative work and value of networking illustrated by the previous day's work. Encourage continued networking during and after the training
Round-Robin Group Work	Impressions of Child Care	(15 minutes)	<ul style="list-style-type: none"> Ask participants to think about child care facilities they have visited or seen portrayed in the media. Explain that the instructor will go round-robin

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			<p>asking participants to read out words or phrases that spring to participants minds when they “free associate” with the images in their memories. Think in terms of both positive and negative images.</p> <ul style="list-style-type: none"> • Ask for 5 minutes of free association, then make two lists: one of positives and the other of negatives, writing the ideas on flip chart sheets. • Discuss why the item is positive or negative for up to 2 minutes each. • Instructor should note that these images bias our working relationships with child care providers. To be culturally sensitive to the perspective of child care providers and parents who use child care, we must understand the child care culture in the eyes of child care experts. • Introduce early childhood professional-child care professional to give a general response to list of ideas that participants offered. • Explain that the video will describe the child care culture, then return to early childhood educator-child care professional to address the specifics of the composite list created by the participants and the relationship to the information in the pre-taped video
<p>Show Videotape “Child Care Culture”</p>	<p>Child Care Culture</p>	<p>(20 minutes)</p>	<p>(Video content)</p> <ul style="list-style-type: none"> • Acknowledge common negative and positive images of child care. Use visuals of typical child care operation interspersed with narrator and interviews • Discuss reality of child care center operations, educational variability of staff, staff compensation, typical day in the life of a child care provider, New initiatives to improve quality of child care, how child care center directors and family child care providers might be expected to view services offered by health professionals
<p>Discussion</p>	<p>Child Care Culture as viewed by training participants</p>	<p>(15 minutes)</p>	<ul style="list-style-type: none"> • Review list of items prepared by the participants and on view on a flip chart (easel) sheet. • Discuss those that were not addressed by the pre-recorded video • Invite additional discussion if time permits. • Recommend organizational contacts (CCRD, AEYC, etc.) for future collaboration with early childhood professionals in improved communication • Recommend ways to achieve constructive working relationships with child care providers who are under stress
<p>Demonstration</p>	<p>CFOC Hand washing lesson</p>	<p>(25 minutes)</p>	<ul style="list-style-type: none"> • Put florescent powder material on the hands of participants. Encourage

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<p>of Teaching activities in CFOC Video Lesson Plans</p> <p>Show hand washing segment from CFOC Videos</p> <p>Show and play Jeopardy using the First Aid lesson plans</p>	<p>using florescent material</p> <p>Jeopardy Game</p>		<p>them to pick up their papers and books and touch surfaces. They'll be able to wash their hands during break.</p> <ul style="list-style-type: none"> • Show CFOC video series in the box and lesson plans in the notebook. Explain how lesson plans are a guide, subject to revision. They provide a starting point to teach individual topics that draw on a segment from the CFOC videos supported by other activities • Use hygiene activity as an example and review lesson plan (Part 2 - Activity 5. Skip step 3 and 5, ending with step 9 = hand washing as break activity. Will follow-up using black light after the break • Show hand washing segment from CFOC video series, Part 2 • Show Jeopardy game from First Aid Instructor's Packet and play one round. Note that any topic can be taught using a Jeopardy game
BREAK		(15 minutes)	Encourage participants to do good hand washing
Checking hand washing		(5 minutes)	<ul style="list-style-type: none"> • Check for environmental contamination and effective hand washing with black light in darkened room. Note need for small group use and dark environment.
Show Videotape "Training for Caregivers"	Training Methodology	20 minutes	<ul style="list-style-type: none"> • Show videotape
Practice Teaching		(45 minutes)	<ul style="list-style-type: none"> • Explain again that within each small group formed in Day 1 of up to 12 participants, the 4 groups of participants will work for 10 minutes to prepare in solo/dyads/triads. Any new participant who did not join a group in Day 1 to plan a practice teaching activity can join in now by offering constructive critique during the small group experience. • Explain again that each solo/dyad/triad will have 5 minutes to present (at 4 minutes, will give a 1 minute warning for time) • After the presentation, the presenters will have the opportunity for 1-2 minutes of constructive peer feedback of strengths and areas to improve in presentation

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			<ul style="list-style-type: none"> Allow prep time, and then begin presentations, keeping time carefully so everyone has an equal opportunity for presentation and peer feedback. Ask for positive feedback first, then suggestions for ways to improve.
<p>Identify Handout</p> <p>Show Videotape “Planning for Improvement”</p>	<p>Action Plans</p> <p>Negotiating Skills</p>	<p>(20 minutes)</p>	<ul style="list-style-type: none"> Handout: “Action Plan” Show videotape then suggest that participants use Videotape Evaluation form to rate the video they just viewed, making comments in the open-ended section as they feel appropriate <p>(Video content)</p> <ul style="list-style-type: none"> Explain that the child care health consultant needs to help establish problem solving as the mutual goal of the child care staff and child care health consultant. Explain who needs to be involved in successful problem solving (authority, expert, affected). Give example from real experience. Explain that successful negotiation begins with listening to other person’s point of view and accepting legitimate differences in perspective. Emphasize the use of “we” and “us” instead of “I” and “you” in these discussions. Use clarification rather than objection or confrontation until common ground is found. Give examples to contrast helpful and less helpful approaches to negotiating <ul style="list-style-type: none"> Review Action Plan form, asking for participants to comment on steps listed on the form and their possible use of the form <ol style="list-style-type: none"> Define the problem clearly Help center director identify who should be involved at each step from those affected, those with authority, those with expertise relevant to the problem Gather input from those involved re solutions to the problem Identify where more information is needed Facilitate delegation of tasks

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			<p>6. Make an Action Plan that includes:</p> <ul style="list-style-type: none"> ▪ What will be done by whom immediately ▪ How everyone involved will be informed ▪ Checkpoint dates to evaluate the Action Plan
Group Discussion	Implementing Action Plans	(15 minutes)	<ul style="list-style-type: none"> • Ask participants to recall a time when one of them worked with a child care provider to solve a problem and tell the group about it. • Use the Action Plan steps to ask how that step was followed or not followed in the situation and how following the step might have influenced the outcome in the situation. • Discuss as many situations as the time permits, using the Action Plan format to guide the discussion
<p>Prepare for Q&A</p> <p>Complete evaluation</p>	Evaluation	(10 minutes)	<ul style="list-style-type: none"> • Give instructions for completion of evaluation and review feedback that will include: <ul style="list-style-type: none"> ○ Training Certificates ○ Response to questions that time did not permit answering on line • Ask for questions or issues at this point • Distribute evaluation form for feedback and turn in to instructors • Have participants complete and turn in the evaluation for continuing education credits for Day 2.
	Q&A	(20 minutes)	<ul style="list-style-type: none"> • Remind participants that any unanswered questions can be submitted after the training with their evaluation forms so ECELS staff can respond individually or with group answers sent with the Training Certificates <p>Instructor gives ECELS pins to all those who completed the two days of training and turned in evaluation forms for Day 1 and Day 2</p>