

Philadelphia
Inclusion
Network

PROMOTING THE INCLUSION
OF INFANTS AND YOUNG
CHILDREN WITH DISABILITIES
IN CHILD CARE SETTINGS.



**Trainer
Guide**
April 2005



April 2005
PIN, a program of:
Child & Family Studies Research Programs
Thomas Jefferson University, Department of Occupational Therapy



**Promoting the inclusion of
infants and young children with
disabilities in child care settings.**

Three Training Programs

- T Infant Toddler
- T Preschool
- T Family Day Care Home

Five Options for Trainers using PIN

Features:

- T Core Training Modules
 - Welcoming ALL Children
 - Promoting Development & Learning
 - Resources & Relationships
- T Eleven Additional Training Modules
- T Child Portfolio Project: A Story About

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An Introduction to PIN

The Philadelphia Inclusion Network

Promoting the inclusion of infants and young children with disabilities in child care settings has been a primary purpose of The Philadelphia Inclusion Network (PIN), an approach which has provided training and other activities for child care center staff. Since 1995, PIN has built capacity of inner city child care centers to provide quality care and education for young children with disabilities, birth through kindergarten age.

The Philadelphia Inclusion Network training curriculum was developed by Grant # 324R990078 awarded to Child and Family Studies Research Programs at Thomas Jefferson University from the Department of Education. Content related to infant & toddlers was developed under a grant from the Pennsylvania Child Care Resource Developers Quality Initiative 2001/2 grant cycle. However, the content of this curriculum does not necessarily reflect the position or opinions of the U.S. Department of Education, the Pennsylvania Child Care Resource Developers, or Thomas Jefferson University, and no official endorsement should be inferred.

Note: the word “classroom” is used throughout the document. “Classroom” indicates any environment in which children are cared for - i.e. family-based child care home; infant-toddler room; pre-school classroom. “Caregiver” is defined as individuals who work in a variety of early care and education settings including childcare, head start, preschool, and family day care home.

The 4 Core PIN Principles

Part of the philosophy of the Philadelphia Inclusion Network (PIN) is that the PIN Approach does not assume that “high quality” must exist prior to making accommodations for children with special needs. The following four core principles should be considered and addressed in every training program.

1. **Quality** Instruction, Adult-Child and Child-Child Interactions:

- < Must improve the quality of care for ALL children
- < Neighborhood-based courses
- < “Individualized” content based on the needs of participants
- < On-site consultation
- < Based on principles of developmentally appropriate practice (DAP) and DEC recommended quality practices¹ for young children with special needs. These include:
 - T child-directed learning
 - T active preparation of child through hands-on learning
 - T guidance of behavior
 - T promotion of child-child interactions
 - T caregivers as creators of learning opportunities and as facilitators of learning.

2. Competencies of Caregivers:

- < Provide training in relation to caregiver education and training level
- < Consider each program’s internal resources
- < Promote the use of community resources

3. Special Developmental and Learning Needs of Children:

- < Teach to ALL children
- < See ALL children as special
- < Emphasize Adaptation and Accommodation to promote active participation
- < Promote inclusion by:
 - T organizing curriculum activities
 - T using peer support
 - T infusing special therapeutic and teaching strategies into existing program activities and routines

4. Cultural Diversity:

- < awareness of and respect for diversity of all types
- < children with special needs viewed within a context of diversity and respected for strengths and contributions
- < anti-bias perspective

¹ Sandall, S., McLean, M.E., & Smith, B.J. (2000). DEC recommended practices in early intervention/early childhood special education. Sopris West: Longmont, CO

What Are the Features of the PIN Approach?

The PIN Approach was designed to address the priorities, needs, and concerns of caregivers who are working within urban areas. These urban staff confront different challenges with families, children, economics, and facilities than those working in suburban areas. Many urban areas consist of distinct communities and neighborhoods and large numbers of family day care homes, child care centers, and Head Start programs. Urban child care centers differ in terms of physical facilities (e.g., many are located in rented space, on city blocks where there are no outdoor facilities), funding (e.g., since the families using the child care centers are likely to be poor, the amount of tuition that can be charged is related to families' abilities to pay), teacher training, credentials, staff turnover, and availability of equipment and materials.

The PIN Approach is designed to build on the strengths of these centers and their staff by individualizing scheduling of training sessions, curriculum content, and consultation to address individual center and staff needs. Curriculum content emphasizes appropriate practices for all children, including those with special needs. Learning activities provide opportunities for: (1) simulated experiences; (2) problem-solving through real life stories; (3) active participation and learning; and (4) the Child Portfolio project - "All About Me".

Even though PIN was developed through work with urban child care programs, the training materials and approach may be used with caregivers in any child care program. By selecting modules that address needs in particular child care programs, training content can be responsive to the learning priorities of caregivers in any program.

How can Trainers use the PIN Approach?

What Does the PIN Approach Include?

PIN is a flexible approach to providing intensive and ongoing training of caregivers. The scheduling of sessions and curricula contents are designed to meet the individual needs of caregivers.

The PIN Approach was designed to address three training audiences: Preschool, Infants and Toddlers and Family Day Care Homes. The authentic PIN Approach is one option for trainers and is described below under Option 1. Additional Options (2-5) are various ways that trainers can infuse, supplement or combine PIN training modules and materials into their own training agenda or curriculum.

OPTION 1 ~ Authentic PIN Approach

OPTION 2 ~ Combining Individual Session Modules

OPTION 3 ~ Adding Individual Session Modules To Other Training Programs

OPTION 4 ~ Using PIN Training Activities Outside of the PIN Curriculum

OPTION 5 ~ PIN Portfolio Project

OPTION 1 ~ Authentic PIN Approach:

The PIN Approach was originally developed to be used as a training series complemented by on-site consultation. This format was used to study the impact of the PIN approach and to test the PIN training curriculum. The impact of PIN is discussed starting on page 20.

The PIN training curriculum consists of a series of modules, each of which outlines the content and activities for one 2.5 hour training session. The training curriculum is designed so that the modules can be combined to offer three different training programs: infant-toddler, preschool, and family day care home.

Each of the training programs include three core and a selection of additional training modules. The chart on page 11 lists the core modules in order of training session number and additional modules in alphabetical order. When using OPTION 1, PIN participants complete the three core plus 4 additional modules provided in seven training sessions (or to complete a make-up requirement for a maximum of one missed session - Appendix A), participate in on-site consultation, and complete the required course project to receive continuing education credits.²

Instructions for providing an authentic PIN training program as well as the related materials necessary to complete this option are not included in this guide but are available in a detailed Instructor Manual (Campbell, Milbourne & Silverman, 2002, a copy of which may be downloaded from <http://jeffline.jefferson.edu/cfsrp> or obtained in hard copy by calling 215-503-1608.

OPTION 2 ~ Combining Individual Modules:

Each of the modules may be used individually or in combination with others to create a unique training opportunity. For example, the module on "Welcoming All Children" might be used to provide a short introduction session to sensitive participants to children with disabilities.

Or, a trainer might select several of the modules in order to create a training series that addresses the unique needs of the participants. For example, a trainer might elect to use "Welcoming All Children," "Adaptations and Accommodations," and the module about children with "PDD/Autism Spectrum" to provide training designed to support caregivers who may be caring for children with Autism. By combining modules, trainers may 1) tailor content to unique participant needs; and 2) vary the length of the training series.

² In Pennsylvania, where PIN has been implemented, caregivers are required to obtain 6 continuing education training credits from the Pennsylvania Department of Public Welfare (DPW) annually in order for the center to be licensed by DPW. Completion of PIN training fulfills these PA DPW requirements.

OPTION 3 ~ Adding Individual Modules To Other Training Programs

Individual core and/or additional PIN modules may be added to other training series to provide additional content information, tailor the content to children with disabilities, or supplement what is being offered in the training program.

For example, the “Adaptations and Accommodations” module may be used to supplement a training series about “Setting up the Learning Environment” or “Creating Environments for Literacy Learning” in order to include information about adapting the environment in order to promote children’s participation in daily child care routines and activities.

OPTION 4 ~ Using PIN Training Activities Outside of the PIN Curriculum

Each of the PIN Instruction Guidelines provides descriptions of participant learning activities related to the particular content topics (Appendix B). These learning activities are designed so that participants may actually practice the application of a particular concept to promote adoption of use in their child care settings. In a situation where either a one-time or multiple session training is offered, a variety of PIN training activities may be used to illustrate key concepts or points.

For example, Activity 5 in the PIN “Considerations for Curriculum” module may be used for a workshop on “Setting up the Learning Environment” to illustrate the many ways that a learning center may be adapted for children with different levels of skill and ability.

OPTION 5 ~ PIN Portfolio Project

The portfolio projects, called “All About Me”, are incorporated into PIN as an project completed by participants outside the training sessions. Each participant completes a structured portfolio about a child they identify as having “special needs.” From completing this project, participants gain understanding about:

- **Children’s strengths in child care and at home.**
- **Ways of developing learning opportunities that build on the strengths and abilities of individual children.**
- **Ways of interacting with and supporting family perspectives.**

The “All About Me” project may be completed as a “free-standing” project that is added to any training program as an assignment or may be used as a one-time workshop as a resource for participants to complete or use on their own. The portfolio project uses photographs, drawings, or other creative illustrative means to represent a child. Camera pictures may be substituted with children’s drawings or adult illustrations or text. Instructions for the project should be presented during a training session. Participants will need about a month (or more) to have sufficient time to complete the portfolio.

During the final training session, participants may present their portfolios to the entire class. These presentations may be done as a short “poster session” where each participant pins the portfolio pieces on the wall (or on posterboard) and participants move around from poster to poster. [An alternative is for participants to make individual presentations in front of the group]. This project may be used for various training topics including child development, working with families, and documentation of children’s learning. For example, in a training program about child development, completion of the portfolio project could be used to help participants understand the developmental abilities of a selected child. **Instructional guidelines and steps for project completion are covered in the *Child Portfolio - Instruction Guidelines*.**

How are the PIN Materials Set-up?

PIN Participant Modules :

Each Participant Module includes:

- i **Introduction**
- i **Objectives**
- i **Outline**
- i **Background**
- i **Handouts and Activities**
- i **For Further Information**

Participant modules can be handed out at each session (or in the session preceding if participants wish to review information before the class meeting) or in a booklet format including all of the training session options. If modules are distributed in each session, providing each participant with a three-ring binder and copying the participant materials on three-hole punched paper will help participants keep their materials together. In some sessions, such as "Adaptations & Accommodations," the instructor will need to provide additional materials/handouts.

PIN Module Instruction Guidelines:

For each module, PIN Instructor Guidelines have been organized for easy use and include:

- i **Session Outline with time guidelines**
- i **Right hand text box with Materials Needed***
- i **Overview**
- i **Objectives**
- i **Background**
- i **Handouts**
- i **Activity step by step instructions**
- i **References and Resources**

*To assist with planning, Appendix C contains an *At-A-Glance* list of materials used for each module.

PIN Child Portfolio Project

~~Instructions and steps for project completion are covered in the *Child Portfolio Project - Instructional Guide*.~~ Instructions and materials necessary for participants to complete the project are included in the *Participant Module: Child Portfolio Project*. From this project, participants will gain understanding about:

- i Children's strengths in child care and at home.
- i Ways of developing learning opportunities that build on the strengths and abilities of individual children.
- i Ways of interacting with and supporting family perspectives.

PIN Training~ Content

| Training Audience | <u>Preschool Series</u> | <u>Infants & Toddler</u> | <u>Family Day Care</u> | <u>OPTION 1:</u> <u>Authentic PIN Approach</u> |
|------------------------------|--|--|--|---|
| Core modules | Caring for children ages 3-5 in Center-based Settings | Caring for Infants & Toddlers birth - age 2 in Home or Centers | Caring for children birth - age 8 in your Home | <u>session #1</u> |
| | Welcoming All Children | Promoting Development & Learning | Promoting Development & Learning | <u>session #2</u> |
| Additional Modules | Adaptations & Accommodations ADHD/ADD Autism/PDD | Adaptations & Accommodations | Adaptations & Accommodations | |
| | Brain Development: Implications for Caregivers | Brain Development: Implications for Caregivers | Brain Development: Implications for Caregivers | |
| | Collaborative Teaming | Collaborative Teaming | Collaborative Teaming | |
| | Considerations for Curriculum Planning | | | <u>sessions #3 - #6</u> |
| | Individualizing for Families | Individualizing for Families | Individualizing for Families | |
| | Relationships with Infants and Toddlers | | Natural Environments as a Teaching Tool | |
| Promoting Full Participation | | Promoting Full Participation | | |
| Promoting Social Competence | | Promoting Social Competence | | |
| Core module | Resources & Relationships | Resources & Relationships | Resources & Relationships | <u>session #7</u> |

Guidelines for Facilitating Adult Learning

The PIN Approach was developed on the basis of research on adult learning. Instructors and consultants provide training with PIN materials and strategies, woven through the content and learning activities of each of the PIN modules, to facilitate adult learning.

Adults bring a wealth of experiences, attitudes, values, beliefs, motivation, knowledge, and competencies to training. They also bring a variety of learning styles as well as expectations about the training. Instructors bring these same characteristics to a training session. Instructors also have preferred teaching and learning styles and expectations for what they want participants to learn.

Successful instructors facilitate by providing appropriate materials, data, experiences, or opportunities so that each member of the group may learn.

Be Prepared -- and Be Successful !!! Ask yourself these four questions...

| | |
|---|--|
| <p>What is the purpose of the training?</p> | <p>Training may have a variety of purposes such as transmitting information or responding to information needs. The purpose and goal of PIN training is to modify behavior, practices, or a whole program (or system).</p> |
| <p>How is participation expected to impact on the adult learners?</p> | <p>Outcomes of training include things like changing people's attitudes or beliefs or making them more skillful in a particular area. PIN training is designed to impact on adult learners by facilitating their application of best practices where they work, including their use of these practices with young children with special needs or disabilities.</p> |
| <p>How can the learning experience be arranged so that participants take responsibility for their own learning.?</p> | <p>Successful instructors are knowledgeable about their own personal learning styles and preferences but select learning experiences that best match the purpose, desired outcome, and characteristics of group participants. PIN is designed so that instructors facilitate adult learning by:</p> <ul style="list-style-type: none"> - Using a variety of methods and materials - Providing opportunities for active participation - Allowing participants to make choices - Encouraging networking among participants |
| <p>Who are the training participants?</p> | <p>Groups differ in many ways -- size, previous experiences, expertise, expectations for training, motivation for attending training, learning styles -- just to list a few!! The more diverse a group, the more difficult a situation is presented for the instructor. Successful instructors learn about the group, are flexible, and are not stuck on an "agenda." The PIN training curriculum is based on flexibility and designed to build on individual instructor strengths by allowing them to facilitate adult learning experiences.</p> |

Now..

A first -- and most difficult -- task for the instructor is to create a positive match between learner-instructor expectations and learning styles.

Find out about the learners in the group:

T Get information by show of hands:

For example, ask questions or make statements such as: "How many of you have children who seem aggressive?" "Raise your hands if there are children in your room who receive services from early intervention." "Raise you hand if you have worked in the same center for more than X (#) of years." "Who works with infants?"

T Use a rating scale activity:

Label each of the corners in a room -- strongly agree, agree, disagree, strongly disagree. Ask a question (as above) and ask participants to physically move to the room corner that best represents their response.

T Use training experiences or activities that allow you to observe and identify prior experiences, current attitudes, beliefs, or other factors.

Experiences such as role plays, response to videotaped examples, case studies and discussion allow participants to demonstrate the strengths, attitudes, and values that they bring to a situation.

Facilitate Learners to Build on their Strengths:

Research (e.g., *Joyce & Showers, 1980; Wade, 1984; Wolfe & Snyder, 1997*) shows that adult learners prefer training that:

- ! Recognizes and builds upon competencies & strengths
- ! Focuses on "real life" problems and issues encountered in their work situations
- ! Allows adult learners to be collaborators, actively contributing to the training experience
- ! Facilitates adults as agents of personal (and program) change

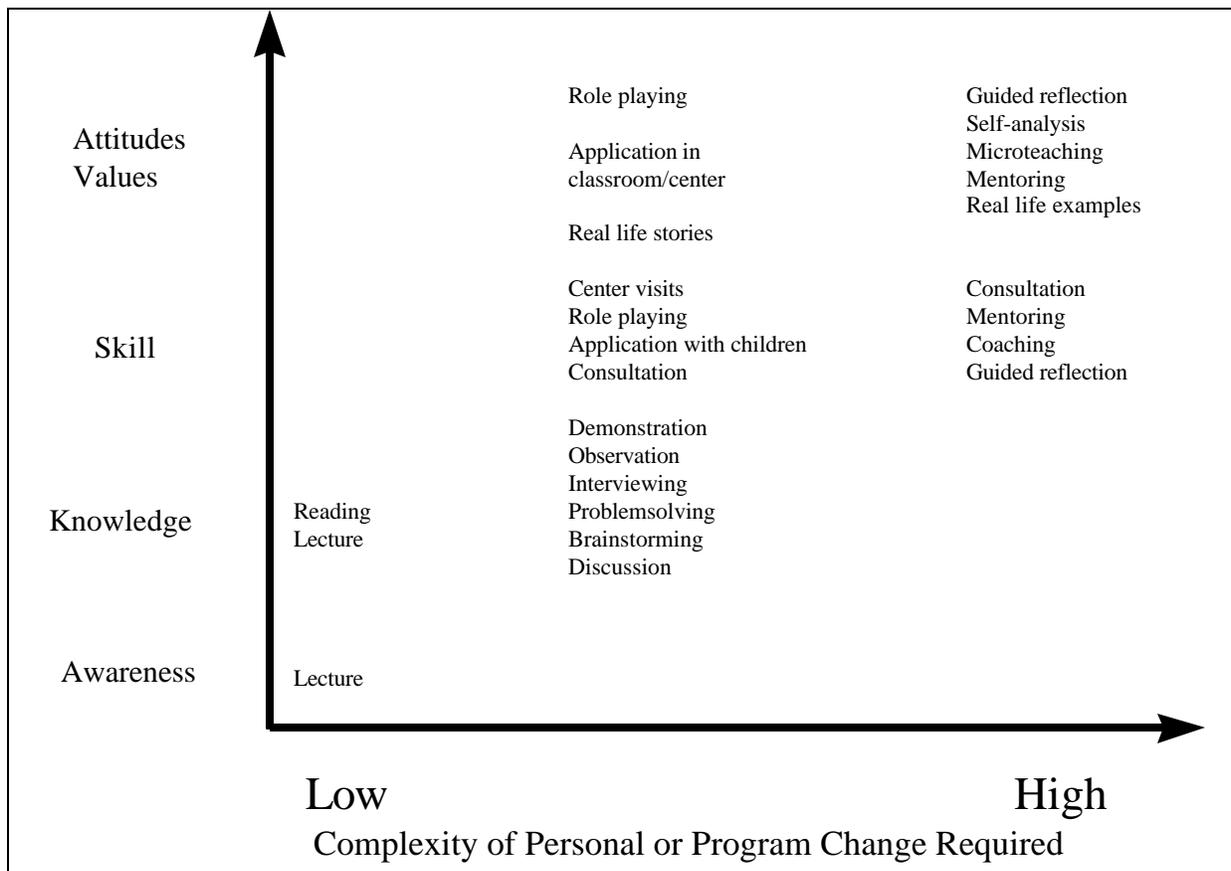
Provide opportunities for application; rehearse applications until they are everyday practice. The translation of new information into practice requires participants to take what was learned, implement the learning within their own setting, and practice the new information until its use is automatic.

Use a variety of learning activities -- some of the ones listed below are incorporated into the PIN curriculum.

- Observing Actual Practices
 - Visiting another center
 - Videotape of a quality example
 - Being an observer of an "expert"
- Follow-Up Consultation (Job Assistance)
 - Visits by a consultant to the participant
 - Individualized mentoring or coaching
 - Telephone or e-mail contacts
- Microteaching
 - Guided reflection (analysis) after participant(s) watch a taped example of their teaching, talking with families, etc.
 - Making a videotape for review by a mentor or consultant
- Real-Life Examples (Case Study)
 - Written or videotape examples used for creative problem-solving and guided reflection of issues illustrated in the case
 - Role play of case by specific characters
- Small Group Discussion/Work Groups
 - Task-focused discussion
 - Problem-solving discussion
- Experiencing Activities
- Interviews

Use the figure 1 (adapted from Catlett & Winton, 1997) to select learning activities. This chart lists the most effective learning activities on a continuum of amount of personal change required (low to high) and type (domain) of learning (e.g., awareness). When teaching new skills or values that will require a high amount of participant change, use activities on the far right side of the chart.

Figure 1



Group Management Strategies:

Ideally, trainers will have a group that comes to training with enthusiasm and interest to participate. Such a group will be eager to listen and take direction. A group that is motivated will interact freely with one another, will share with one another easily and will spontaneously seek to know the meaning of the group activity and how it can be applied. Sound promising? Well, a trainer needs to develop skills to manage groups that may not be so homogeneous and motivated to learn. Therefore, we have included **Table 1** to assist trainers to develop strategies for managing large groups. **Table 2** lists the “never evers” for trainers. Both tables have been adapted from Flynn, Thorp, Evans, & Takemoto, (1998).

Table 1

| Participants' Behaviors - Inclusion Needs | Suggested Strategies for Trainers |
|--|---|
| <u>High Need</u> Over talking, small talk Recitation of many activities, previous experiences, talking in circles <u>Low Need</u> Withdrawing from group activities Minimal responses | Create a welcoming environment; greet and meet participants as they arrive; provide refreshments, water Use a non-threatening icebreaker; give everyone a chance to talk Build bridges between participants Listen attentively; acknowledge/reflect; move on Respect all responses; verbal and nonverbal Give everyone space; respect different levels of participation Talk to quiet participants individually at break if behavior persists |
| Participants' Behaviors - Control Needs | Suggested Strategies for Trainers |
| <u>High Need</u> Challenging leadership Attempting to dominate the group Competition Program/parent bashing Disagreeing repeatedly <u>Low Need</u> "Just tell me what to do" Going along with everyone else | Establish presenters' "credentials" early Acknowledge qualities or accomplishments of the individual Acknowledge the problems; move on Remain non-defensive Allow the group to deal with the behavior Practice gatekeeping; give everyone a chance to participate Use HUMOR |
| Affection Related Behaviors | Suggested Strategies for Trainers |
| <u>High Need</u> Expression of positive feelings of others Participants pairing off Responses to win approval of trainer Jealousies <u>Low Need</u> Impatience with sharing Expressions of hatred for icebreakers; role plays | Vary activities; individual work, small and large groups Socialize with participants at break Form groups differently and with choices Give positive and encouraging feedback for honest sharing Show equal respect and concern for each participant Allow people to choose what they wish to share Observe group process and behavior continuously to identify needs being expressed Talk with disgruntled individual(s) at break to identify the problem Give choices whenever possible |

Table 2
Some “Never Evers” for Experienced Trainers
(The ones we forget!)

- i Never ever say you would be able to do something else if you had more time in the workshop.
- i Or that you are going to rush through, compress materials of a longer workshop into a shorter time span.
- i Never ever say you would have brought more materials if it had been possible.
- i In other words never ever give excuses or say what you have forgotten!
- i Never ever share illegible or disorganized “mismash” for a handout - make your handouts attractive and ALWAYS number pages.
- i Never ever share overhead transparencies that participants cannot see or read - use font size 18 or larger.
- i Never ever give participants something to read and then read it with them.
- i Never ever neglect participants’ personal needs - clarify break times, available refreshments, and acknowledge the need for some time to freely move about.
- i Never ever forget that you have an audience - walk among participants, mingle, standing in front too long creates an artificial boundary.
- i Never ever share a workshop schedule that is impossible to follow or that is too specific and does not allow some flexibility.
- i Never ever go past the scheduled time. (Even better, end a few minutes early!)
- i Never ever take the workshop so seriously that everyone (including the presenter) cannot have fun.

Flynn, Thorp, Evans, & Takemoto (1998)

PA Pathways Core Body of Knowledge for Early Child Care Providers - CBK Codes

Pennsylvania has devoted considerable resources to the training of child care staff in a direct effort to improve the quality of programming and outcomes for young children. In 1997 the Center for Career Development in Early Care and Education at Wheelock College conducted a study to assess the various early childhood training systems in Pennsylvania. The Center's report, *Common Threads: Weaving a Training and Career Development System for 21st Century Pennsylvania* (Stoney, et al., 1997), presented recommendations on how to coordinate ~~the diverse child-care related systems in an effort to develop a full-fledged early childhood career development system~~ in Pennsylvania.

A key recommendation of the Center concerned the establishment of a core body of knowledge. As a basic building block for a career development system, a core body of knowledge identifies what caregivers should know and be able to do in their various roles in early childhood and school-age child care settings.

In an effort to establish this core body of knowledge, the Pennsylvania Pathways training system established a Career Development Task Force in 1999 and collaborated with the Alliance for Early Childhood Professional Preparation to develop the PA Core Body of Knowledge for Early Childhood and School-age Caregivers.

Additionally, the Pennsylvania Pathways training system has also developed a coding system for all training contracted by Pennsylvania Pathways. To obtain a copy of the training coding system you can contact Pennsylvania Pathways at 1-800-492-5107 or log onto the web site <http://www.papathways.org/>.

The following is a list of the codes assigned to each of the PIN modules.

PIN Training Modules and Pennsylvania Pathways - Core Body of Knowledge Areas

| Philadelphia Inclusion Network Training Module | CBK Training Code | | |
|---|-------------------|-------|------------|
| | Knowledge Area | Level | Topic Code |
| Adaptations & Accommodations | 2 | 2 | 19 |
| ADD/ADHD | 4 | 1 | 43 |
| Autism/PDD | 4 | 1 | 43 |
| Brain Development: Implications for Caregivers | 1 | 1 | 3 |
| Collaborative Teaming | 4 | 2 | 42 |
| Considerations for Curriculum Planning (center or group providers only) | 2 | 2 | 17 |
| Individualizing for Families | 3 | 1 | 32 |
| Natural Environments as a Teaching Tool (family provider training only) | 2 | 1 | 25 |
| Promoting Full Participation | 4 | 1 | 43 |
| Promoting Development & Learning (session two) | 2 | 1 | 16 |
| Promoting Social Competence | 2 | 1 | 21 |
| Resources & Relationships (session seven) | 3 | 2 | 33 |
| Relationships with Infants and Toddlers | 1 | 1 | 02 |
| Welcoming ALL Children (session one) | 3 | 1 | 31 |

What Has Been the Impact of the PIN Approach?

! PIN participants report high satisfaction with the training program, trainers, content, and teaching/learning strategies.

! **Quality practices in child care classrooms improve following completion of training:**

Campbell, P.H., Milbourne, S.A., Silverman, C. & Feller, N. (in press). *Promoting inclusion by improving child care quality in inner city programs*. Journal of Early Intervention.

Campbell, P.H. & Milbourne, S.A. (April, 2005). *Improving the quality of infant toddler child care through professional development*. Topics in Early Childhood Special Education.

Campbell, P.H. & Milbourne, S.A. (2001). *Strengths-based child portfolio: A professional development activity to alter perspectives of children with special needs*. Topics in Early Childhood Special Education, 21(3), 152-161.

Campbell, P.H. & Milbourne, S. (2001). *An overview of the Philadelphia Inclusion Network: A summary of the presentation at United Way, School Readiness Project*. Child and Family Studies Research Programs, Philadelphia, PA.

Campbell, P.H., & Milbourne, S.A. (2001). *Report: The quality of child care in Philadelphia neighborhoods*. Child and Family Studies Research Programs, Philadelphia, PA.

! Following training, caregivers agree that ALL children with disabilities or special needs can be included successfully in child care settings.

! Child care classroom staff report high levels of competency in working with children and families.

PIN Participants Learn from Training

Past PIN participants (n = 511 respondents) rated their training experience very highly. Evaluation data were gathered by having participants rate statements on a continuum from "strongly agree" to "strongly disagree."

| Statement | % Strongly Agree or Agree |
|---|----------------------------------|
| The training facilitators listened and responded to my concerns, questions, & ideas. | 99% |
| The training sessions provided information that was clear and useful to me. | 98% |
| I felt like I was an active participant in the training and not just a listener. | 97% |
| The trainings I attended met my needs. | 95% |
| I learned something in each session that I can (or did) apply in my work with children. | 96% |

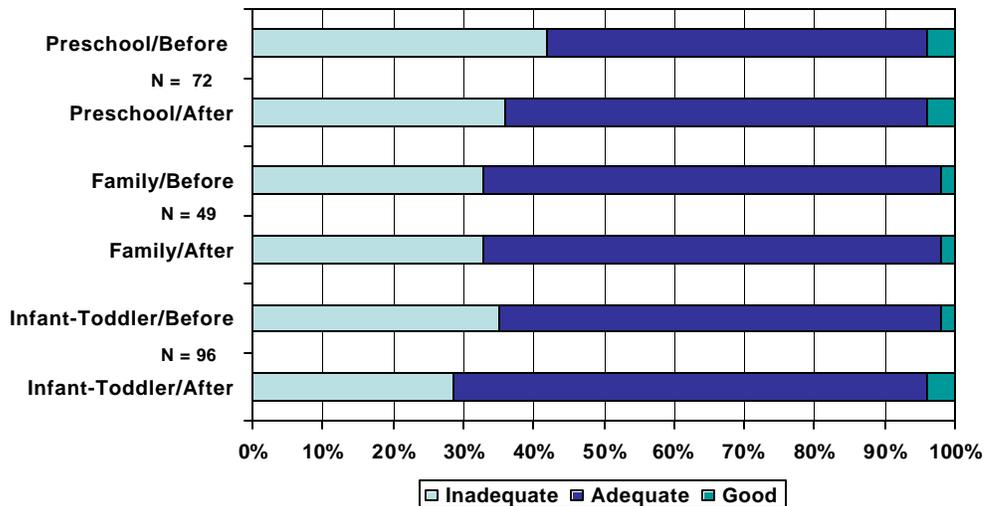
Participants said that "hands on learning was really helpful," "I liked the small group problem solving," and "I liked learning about adaptations and all the wonderful ways you can adapt materials for children." One participant wrote: "I really enjoyed doing these workshops. I learned a lot of things about all different types of children". A center director wrote, "I feel the growth in my staff is significant -- the presenters were very good at making things clear to us. I am very glad I had the training." And another director commented, "I feel much better about my center, children, and the special needs children I come in contact with."

PIN Training Impacts on the Quality of Child Care

One outcome of the PIN Approach is a positive impact on quality practices in child care settings. Since 1995, a total of 533 infant-toddler, family day care, or center-based caregivers have completed PIN training requirements. Observations were made in each classroom/program of participating staff using environmental rating scales (e.g., Early Childhood Environment Rating Scale; ECERS, Harms & Clifford, 1980; ECERS-R, Harms, Clifford, & Cryer, 1998; The Family Day Care Rating Scale, FDCRS, Harms & Clifford, 1989; Infant/Toddler Environment Rating Scale, ITERS, Harms, Cryer, & Clifford, 1990.) These widely-used instruments measure quality in child care environments using observer ratings of various aspects of the physical and social environments to which children are exposed in child care situations. Ratings result in overall quality scores ranging from 1 to 7 with scores of 1 relating to poor quality and 7 to excellent quality. Scores of below 3 are judged as inadequate quality of care, those from 3 to below 5 as adequate quality of care, and those above 5 as good quality care (Kontos, Howes, & Galinsky, 1996). Additional measures of caregiver interactions with children were obtained using the 26-item Arnett scale (Arnett, 1989) which measures caregiver-child interactions in four categories: Interaction; Permissiveness; Punitiveness; and Detachment. Items in each of these categories are scored on scale of 1 to 4 with 1 rated as "not true at all" and 4 as "very much true."

The quality of care provided for infants, toddlers, and young children increased following participation in training. As can be seen in the figure below, fewer programs were rated as inadequate following training. Quality changed to adequate or good in approximately 15% of the classrooms where staff completed training. Following participation in PIN Approach, the quality of child care in urban child care centers improved as reflected by significant differences in ECERS and ITERS scores before and after training but changes in total quality scores were not achieved with family child care providers. These results, although relatively small, are significant when compared to other studies that have used environmental rating scale observations to measure the impact of caregivers training on the quality of child care. A Pennsylvania study, for example, contrasted ECERS scores in a 1989 Pennsylvania study with 1997 scores obtained five years after the implementation of 1992 child care regulations (Iutovich, Fiene, Johnson et al., 1997). These regulations required caregivers to complete 6 hours of annual training and established a comprehensive state-wide training system (Fiene, 1995). The comparisons noted no differences in average total ECERS scores. Five years later, a similar state wide study (Feine et al., 2002) conducted for the Governor’s Task Force on Early Childhood Education, showed decreased quality scores across the state even though child caregivers were required to complete 6 hours of professional development per year. In contrast, PIN participants received 15-20 hours of organized instruction and two to three on-site consultation visits over an average of a five month training period.

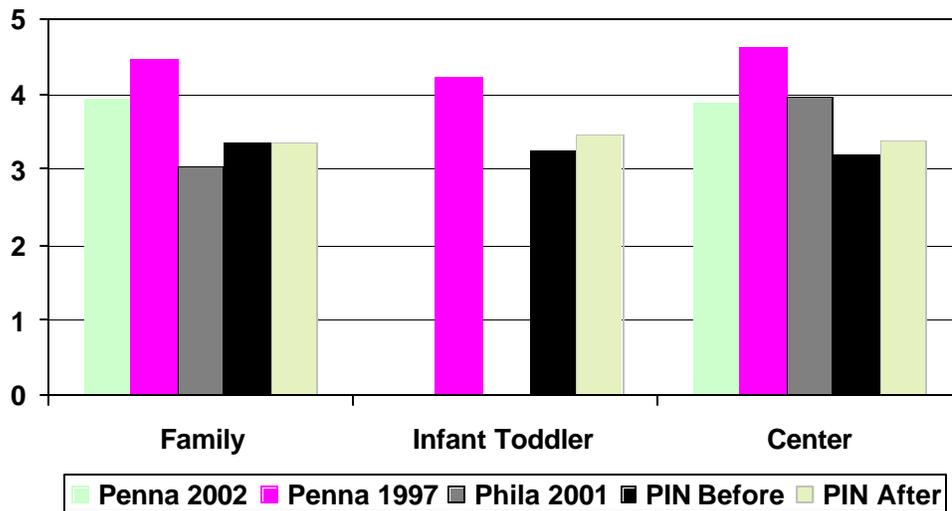
Rating of Observed Settings Before & After Training



Quality measures for a sample of Philadelphia child care programs, including family child care, child care center-based programs, Head Start, and cooperative nursery schools was conducted for the School Readiness Project (Jaeger & Funk, 2001). These programs were selected from throughout Philadelphia without regard to the socioeconomic characteristics of the neighborhoods in which the programs were located. The mean scores for family care providers in PIN, both before and after training, exceeded those of the Philadelphia sample. The scores for the inner city classrooms in the PIN sample remained about half a point below the Philadelphia average following training. The PIN centers represented the most impoverished programs where change is not typically expected to occur

easily. However, the differences in classroom practices in these classrooms demonstrate the potential for improving the quality of practices through systematic training programs that provide ongoing involvement with participants and expectations for changes in classroom practices.

Quality Comparison



PIN Impacts Positively on Inclusion of Children with Special Needs:

Through a survey completed at the first training session, 80% (331/417) of respondents who attended the first session answered “yes” that ALL children can be included in child care programs and settings.

A total of 156 (100%) respondents who completed the training reported that EI specialists (e.g., special educators, speech and language pathologists) had visited children in their room. Thirty one percent (31%) of the 156 reported that they were "more able to work with specialists so that they help me work with children with special needs" ; 32% reported that “the EI specialist helps the child”; 12% indicated that the EI specialist was able to “share techniques with me”; and 14% suggested that the EI specialist was able to share ideas about classroom set-up and/or curriculum adaptations. **At the time of the survey, there was a reported total of 13 children with disabilities in a variety of classrooms; 11/13 of those children were receiving early intervention or special education services at the child care. A majority, 6/11 (55%) of the participants reported that one child in their room was visited; 5/11 (45%) reported having two or more children in their room who were visited.**

Following training, of 184 participants who were asked, 84% (155/184) of the participants agreed that ALL children with disabilities or special needs could be included successfully in child care.

Those that disagreed reported that inclusion was dependent on the staff having adequate knowledge, on sufficient numbers of staff, and on the ability of the staff & program to address the child's needs appropriately.

In course evaluations, teachers and teacher assistants rated their abilities in key areas based on their participation in the training sessions.

| Statement | % Strongly Agree or Agree (n = 511) |
|---|--|
| I am more able to look at children and see what they are learning to do. | 98% |
| I am more able to identify children with special needs. | 96% |
| I now know how to use special plans such as IFSPs and IEPs for children in my classroom | 94% |
| I understand the behavior of children in my room better than I did before. | 95% |
| I know how to set goals and expectations for children that help them learn more. | 98% |

Who Has Participated in the PIN Approach?

In the past eight years, 667 child care providers have participated in one of 22 separate intensive PIN Approach that were offered through 28 separate classes; 533 (80%) completed all the training program requirements. A total of 47% of the participants completed the Preschool training, 43% the Infant Toddler training, and 10% the Family Child Care training. These 533 caregivers worked in 181 child care programs within inner-city Philadelphia neighborhoods. A majority (98%) of the participants were women who had worked in child care settings for an average of 9.5 years (range = .5 to 36 years) and in their current positions for an average of 4.56 years (range = .1 to 26 years). The average age of training participants was 40.52 years (range = 18 to 69 years).

Participants represented the following racial/ethnic groups; 15% were Caucasian; 77% were African American; 7% were Latino; and 1% reported their ethnic background under the category of other. The educational backgrounds of the participants varied: 20% graduated from college; 13% had Associate Degrees in early childhood (or another field); 3% had earned the CDA credential; and 55% either graduated from high school or held GED certificates. A total of 26% of the participants reported that a member of their family had a disability; 40% reported attending school with a person with a disability.

The PIN Approach has been implemented with staff in child care centers on a neighborhood-by-neighborhood basis. Licensed child care centers, group care settings, and family-based providers within specific zip code-defined neighborhoods were targeted. Zip codes have been selected to give priority to the economically poorest areas of the city. Caregivers (assistants/aides) who work with teachers who will be completing the training, center directors and other related staff have also completed the training.

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Flynn, N., Thorp, E.K., Evans, K., & Takemoto, C. (1998, 2nd ed.). Multicultural Early Childhood Team Training: Participant Manual and Training Guide. Fairfax, VA: Center for Human disAbilities and Parent Educational Advocacy Training Center.

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Harms, T. Fleming, J. & Cryer, D. (1991). Video observations for the FDCRS. New York: Teachers College Press.

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Joyce, B. & Showers, B. (1980). Improving inservice training: The message of research. Educational Leadership, 37(4), 379-385.

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Wolfe, B. & Snyder, P. (1997). Follow up strategies: Ensuring that instruction makes a difference. In P. J. Winton, J. A. McCollum, & C. Catlett, Eds., Reforming personnel preparation in early intervention: Issues, methods, and practical strategies (pp. 173-190). Baltimore, MD: Paul H. Brookes Publishing Co.

Resources for Trainers

Resources in this section provide general information about training, ideas and suggestions for further activities, or additional resources that may be helpful for trainers.

Books & Articles

Alexander, N.P. (2000). Early childhood workshops that work: The essential guide to successful training and workshops. Gryphon House: Beltsville, MD.

Bloom, P.J., Sheerer, M., & Britz, J. (1991). Blueprint for action: Achieving center-based change through staff development. Mt. Ranier, MD: Gryphon House.

Bourner, T., Martin, V., & Race, P. (1993). Workshops that work: 100 ideas to make your training events more effective. London: McGraw-Hill International.

Carter, M. & Curtis, D. (1994). Training teachers: A harvest of theory and practice. St. Paul, MN: Redleaf Press.

Catlett, C., Winton, P.J., & Hamel, S.E. (2004). Resource guide: Selected early childhood/early intervention training materials (12th ed.). Chapel Hill, NC: FPG Child Development Institute. May be downloaded free-of-charge at: <http://www.fpg.unc.edu/~scpp/pdfs/rguide.pdf>

Clarke, J.I. (1998). Who, me lead a group? Parenting Press: Seattle.

Dodge, D.T. & Colker, L.J. (1998). A guide for supervisors and trainers on implementing: The creative curriculum for early childhood. (3rd ed.). Washington, DC: Teaching Strategies, Incorporated.

Driscoll, A. (1995). Cases in early childhood education: Stories of programs and practices. Needham Heights, MA: Allyn & Bacon.

Eitington, J. E. (1989). The winning trainer (2nd edition). Houston, TX: Gulf Publishing Co.

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Newstrom, J. W. & Scannel, E. E. (1980). Games trainers play: Experiential learning exercises. New York: McGraw-Hill.

Silberman, M. (1990). Active training. New York: Lexington Books/MacMillan.

Silberman, M. (1995). 100 ways to make training active. San Diego: Pifer Books.

U.S. Department of Health and Human Services, Administration for Children, Youth, and Families, Head Start Bureau (undated). Training guides for the Head Start learning community. Washington, DC: U.S. Government Printing Office. [A number of guides are available that address disability and working in partnership with parents and with community partners.]

Vella, J. (1994). Learning to listen: Learning to teach. San Francisco: Jossey-Bass.

Williamson, B. (1993). Playful activities for powerful presentations. Duluth, MN: Whole Person Associates.

Video Resources

There are numerous videotapes that (1) illustrate best practices for all children in early care and education settings, (2) provide examples of situations encountered by caregivers, (3) illustrate perspectives of families and teachers; or (4) provide examples of children with special needs who are included in child care settings.

Some settings where the PIN training program is provided may not have VCR's. In other instances, videotapes may not be useful or needed when doing training. However, when providing training for individuals who are not familiar with a particular situation (e.g., have never seen a child with Down syndrome), videotapes may provide better examples than discussion or learning activities. Many instructional videotapes are available through public libraries and, in most states, through the special education learning resource system. [These materials centers have different names in different states; call your local school district to find out what type of resource center is located in your area or call the child care licensing agency to see if there is a resource center for child care providers].

The following resources provide information to help you identify and find videotapes.

Catlett, C. & Winton, P., Hamel, S.E. (2004). Selected early childhood/early intervention training materials (12th edition). Chapel Hill: University of North Carolina, Frank Porter Graham Child Development Center. May be downloaded free-of-charge at: <http://www.fpg.unc.edu/~scpp/pdfs/rguide.pdf>

This practical guide provides information about videotapes that are available very inexpensively from a number of sources. Many of the tapes listed focus on inclusion in child care settings, families, and children with specific types of disabilities.

Child Development Media (catalogue). An extensive collection of videotapes and training materials. [5632 Van Nuys Blvd., Van Nuys, CA 91401; phone: 800-405-8942; fax: 818-994-0153; <http://www.mcanet.com/childdvmedia/welcome.html>.

There are many catalogues featuring videotapes and other training materials. This catalogue includes videotapes (for sale) about infants, toddlers, and young children and their families.

The first three years: A guide to selected videos for parents and professionals. New York: Families and Work Institute and the Commonwealth Fund.

A review of videotapes in child development, health and safety, and parenting and families are provided in this review guide. Information includes a description of the contents of each videotape, source, and cost information.

Teacher's College Press (catalogue). Early childhood education. [Teachers College, Columbia University, 1234 Amsterdam Ave., New York, NY 10027-6694. phone: 800-575-6566; fax: 802-864-7626].

Testing guides and training videotapes about the Environmental Scales are available through TCP. These videotapes help observers understand each of the ratings possible on the Environmental Rating Scales and can be used to establish reliability when two or more observers are using the Environmental Rating Scales scale within the same program.

Websites as a Resource:

Websites are a valuable resource for learning more about particular areas and for downloading information that can be used in training. Many websites are linked to other websites, providing easy access to related sites. However, website addresses may change. These lists are a place to begin exploring!!

The most up to date listing of resources may be found at

http://www.fpg.unc.edu/~scpp/nat_allies/na_resources.cfm or

www.nectac.org

Organizations

The Arc of the United States (formerly the Association for Retarded Citizens of the U.S.)

1010 Wayne Avenue, Suite 650

Silver Spring, MD 20910

(301) 565-3842; (301) 565-3843 (Fax)

<http://thearc.org>

**Clearinghouse on Disability Information
Office of Special Education and Rehabilitative Services (OSERS)**

U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202
(202) 205-5465

<http://www.ed.gov/offices/OSERS/>

Council for Exceptional Children (CEC)

1110 North Glebe Road, Suite 300
Arlington, VA 22201-5704
(888) CEC-SPED
(703) 620-3660; (703) 264-9494 (Fax)

<http://www.cec.sped.org/>

Division for Early Childhood (DEC)

634 Eddy
Missoula, Montana 59812-6696
(406) 243-5898; (406) 243-4730

<http://www.dec-sped.org/>

ERIC Clearinghouse on Early Education and Parenting

University of Illinois at Urbana-Champaign
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469
217-333-1386

<http://ceep.crc.uiuc.edu/>

ERIC Clearinghouse on Disabilities and Gifted Education

Council for Exceptional Children (CEC)
1110 North Glebe Road
Arlington, VA 22201-5704
(800) 328-0272

Email: ericec@cec.sped.org

<http://ericec.org>

Family Resource Center on Disabilities

20 East Jackson Boulevard, Room 300
Chicago, IL 60604
(312) 939-3513 (Voice); (312) 939-3519 (TTD); (312) 939-7297 (Fax)

<http://www.ameritech.net/users/frcdptuil/Frcd.html>

National Association for the Education of Young Children (NAEYC)

1509 16th Street, NW
Washington, DC 20036
(800) 424-2460
<http://www.naeyc.org>

National Child Care Information Center

243 Church Street, NW 2nd Floor
Vienna, Va 22180
Phone: (800) 616-2242; TTY: (800) 516-2242
<http://www.nccic.org/poptopics/includingchildren.html>

National Early Childhood Technical Assistance System (NEC*TAS)

Campus Box 8040, UNC-CH
Chapel Hill, NC 27599-8040
(919) 962-2001 (Voice); (919) 966-7463 (Fax)
E-mail: nectac@unc.edu
<http://www.nectac.org>

Parent Advocacy Coalition for Educational Rights (PACER)

PACER Computer Resource Center
8161 Normandale Blvd
Minneapolis, MN 55437
(612) 827-2966; (952) 838-9000 (Voice); (952) 838-0190 (TTY)
Email: pacer@pacer.org
<http://www.pacer.org>

Parent Educational Advocacy Training Center (PEATC)

6320 Augusta Drive, #1200
Springfield, VA 22150
(703) 923-0010; (800) 869-6782
Email: partners@peatc.org
<http://www.peatc.org>

United Cerebral Palsy Associations

1660 L Street, NW, Suite 700
Washington, DC 20036
(800) 872-5827
<http://www.ucpa.org>

Zero To Three/National Center for Clinical Infant Programs

2000 M Street, NW Suite 200
Washington, D.C. 20005-2101
(202) 638-1144
<http://www.zerotothree.org>

Early Childhood

Early Childhood.com

<http://www.earlychildhood.com>

Early Childhood Educators of Family Web Corner

<http://users.stargate.net/~cokids/>

Highscope

<http://www.highscope.org/>

Kidstogether

<http://www.kidstogether.org>

Activities

Crayola

<http://www.crayola.com/educators/index.cfm>

The Incredible Art Department Early Childhood Art Lessons

<http://www.princetonol.com/groups/iad/lessons/early/early.html>

Project Approach Home Page

<http://www.project-approach.com/>

Vandergrift's Children's Literature Page

<http://www.scils.rutgers.edu/~kvander/ChildrenLit/>

Early Intervention/Special Education

Americans with Disabilities Act (ADA)

<http://www.usdoj.gov/crt/ada/childq&a.htm>

The ARC Questions and Answers about Down Syndrome

<http://www.thearc.org/faqs/downsyndrome.doc>

Attention Deficit Disorder

<http://add.miningco.com>

Attention Deficit/Hyperactivity Disorder (ADD)

ADD Warehouse (publications)

<http://www.addwarehouse.com>

Autism Society of America

<http://www.autism-society.org/>

Awesome Library

http://www.awesomelibrary.org/Library/Special_Education/Special_Education.html

Children and Adults with Attention Deficit Disorders

<http://www.chadd.org>

Disability International Links (major)

<http://www.dpi.org>

Learning Disabilities: The National Center for Learning Disabilities

Toll free information and referral <http://www.nclld.org>

Parents American Academy of Pediatrics

<http://www.aap.org>

Special Needs General Information:

National Information Center for Children & Youth with Handicaps (NICHCY)

<http://www.nichy.org>

Topic Area References

A bibliography of print references for each of the session topic areas is provided at the end of each training module.

Appendix A

PIN ~ Missed Session Assignment

For the instructor:

When using the Authentic PIN Approach, participants are required to complete all seven sessions (or to complete a make-up requirement for a maximum of one missed session). It is important to emphasize that the Approach is a “series of training” and not just a set of one-shot workshops. Therefore, participants are highly encouraged to view the training as a “course” rather than simply a training. If participants miss a session the make-up assignment can be completed in order to receive the respective credit hours (2.5). It is expected that the assignment will take participants a minimum of 2 hours to complete. Participants are required to hand in the assignment by the end of the last training session in order to receive credit.

The Focus

The physical and social environments in which children are cared for are very important. Where they spend time, with whom, and what opportunities are available for them to sleep, eat, explore, play, learn new skills, and develop caring relationships with adults makes a big difference. Positive and supportive physical environments and caring adults help children’s brains to grow and gives children the nurturing experiences that will help them be successful in school.

In this activity, the participant learns about current places where children spend time and will figure out ways in which both physical and social environments can be improved when children have special needs -- needs that are greater than the needs that other children in the room may have. A child may need more time from adults, or may need more experiences to support motor development, or may be frustrated when attempting to communicate. Or, a child may have a condition that is labeled – such as Down syndrome.

This Assignment has 5 steps.

- 1 Select a child with a special need or one that you have concerns about. You will complete this assignment with that child in mind.**
- 2 Complete Worksheet #1 – An Average Day for _____ (child’s Name).**
- 3 Complete Worksheet #2 – Responsive Environments.**
- 4 Complete Worksheet #3 - Individualizing.**
- 5 Complete Worksheet #4 - A summary in your own words about what you have learned about the child with special needs that you have completed this assignment with.**

PIN ~ Missed Session Assignment

For the Participant:

Your NAME: _____

DATE: _____

The physical and social environments in which children are cared for are very important. Where they spend time, with whom, and what opportunities are available for them to sleep, eat, explore, play, learn new skills, and develop caring relationships with adults makes a big difference. Positive and supportive physical environments and caring adults help children's brains to grow and gives children the nurturing experiences that will help them be successful in school.

In this activity, you learn about current places where children spend time and will figure out ways in which both physical and social environments can be improved when children have special needs -- needs that are greater than the needs that other children in the room may have. A child may need more time from adults, or may need more experiences to support motor development, or may be frustrated when attempting to communicate. Or, a child may have a condition that is labeled -- such as Down syndrome.

This Assignment has 5 steps.

Use this check list to complete each step and give your completed worksheets to the instructor at the next session after the one you miss.

- 1** _____ **Select a child with a special need or one that you have concerns about. You will complete this assignment with that child in mind.**

- 2** _____ **Complete Worksheet #1 – An Average Day for _____ (child's Name).**

- 3** _____ **Complete Worksheet #2 – Responsive Environments.**

- 4** _____ **Complete Worksheet #3 - Individualizing.**

- 5** _____ **Complete Worksheet #4 - A summary in your own words about what you have learned about the child with special needs that you have completed this assignment with.**

Worksheet #1

An Average Day

Children spend time in different places. Select one child in your program and write down the places where and the people with whom the child spent time.

The top lines of the chart are an example of how the chart was filled out by 12-month old Jamel's caregiver.

| Time | Where was the child and what was happening? | What other children or adults were with the child? |
|------|---|--|
| 9:00 | Mom brought Jamel in and was taking off his coat and saying goodbye. Jamel was looking at his mom while she was talking to him. | I was talking with Jamel's mom & she was telling me that he did not sleep so good last night and might need more naps today. |
| 9:15 | I took Jamel from his mom and was talking to him and putting him down on the floor so he could play. He likes the toys that make noise and likes to crawl around. | Tunisha was on the mat next to Jamel. They were looking at each other. Miss Jan was sitting next to the babies and giving them toys. |
| | | |
| | | |
| | | |
| | | |

| Time | Where was the child and what was happening? | What other children or adults were with the child? |
|------|---|--|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Worksheet #2

Responsive Environments

Think about the child you have selected for this assignment. What does the child like to do? What opportunities does the child need to have to learn new developmental skills? List these things on the chart. For example, Jamel is a 12 month old who is into movement. He loves to crawl around, pull up on things, and walk around when he has something to hold onto. He also likes to grab things and to shake and throw toys.

| What _____ Can Do | Ways you can arrange the environment | How this supports development |
|-------------------|--|--|
| Crawl | Make sure he has space & that nothing is around that he will hurt himself when crawling; Put toys he likes around the room so that he has something to crawl over to and play with | Allows him to be independent and get around without adult help |
| | | |
| | | |
| | | |
| | | |

Worksheet #3

Individualizing for Children

Think about the child you have selected for this assignment.

What are the child's special needs — the things that you or the child's family want to give special attention? These special needs may relate to particular opportunities that the child may need or they may be concerns that you or the child's family may have.

Jamel's family wants him to have opportunities to move around since he is just learning to crawl and walk. Jamel was born early and has been slow in his development all along. His caregivers and family are concerned that he catch up so he needs to be able to play with different toys, and look at and listen to different things. He also needs attention from adults – fast – if he gets upset about something. He has difficulty getting himself under control emotionally and if left to cry, it can take a long, long time to get him happy again. Jamel has issues with eating – he can only eat a small amount at a time and needs to have “little meals” throughout the day. Sometimes, he doesn't sleep well at night and needs to have more naps during the day.

Jamel's caregivers made a chart like the one on the next page to help them attend to Jamel's special needs. Think about the child you have selected for this assignment and complete the chart on the next page.

Individual Chart

Child's Initials: _____ Person Doing Chart: _____

What is _____ currently learning?

The child likes:

The child's temperament can be described as:

The child learns best by:

The child's special needs are:

To individualize for _____,

I intend to make these changes:

To the physical environment:

To the daily schedule:

To my interactions with _____:

To the activities we do each day:

Worksheet #4

Summary

Use this page to collect your thoughts. Then, on a separate piece of paper, write a summary in your own words about what you have learned about the child with special needs that you have completed this assignment with.

The child's age and how they spend time with you.

What are some examples of ways in which caregivers are responsive to the child?

What does the child like to do -- or want to do?

What are some other ways in which caregivers could be responsive to what this child likes to do and needs opportunities to do?

What do you expect (or want) the child to do?

Give some examples of ways in which the physical environment – your child care setting – supports the child's development and learning.

Write about any differences between what the child is doing and what you expect.

Provide examples of ways in which have you arranged the space in the room so that the child has opportunities to do what they like and want to do.

Give some examples of ways in which the caregivers for the child support the child's interests and learning needs.

Provide examples of changes you might make in the arrangement of the room so that the child has more opportunities to do what they like and need to do.

Appendix B

Using PIN Training Activities Outside of the PIN Curriculum

This options is one way that trainers can infuse, supplement or combine PIN training modules and materials into their own training agenda or curriculum.

OPTION 4 ~ Using PIN Training Activities Outside of the PIN Curriculum

Each of the PIN session modules provide descriptions of participant learning activities related to the particular content topic. These learning activities are designed so that participants may actually practice the application of a particular concept to promote adoption of use in their child care settings. In a situation where either a one-time or multiple session training is offered, a variety of PIN training activities may be used to illustrate key concepts or points. Use the following chart to review and choose PIN training activities. Activities are listed in the left column followed by the activity number/name and module that it appears in.

For example, Activity 5 in the PIN “Considerations for Curriculum Planing” module may be used for a workshop on “Setting up the Learning Environment” to illustrate the many ways that a learning center may be adapted for children with different levels of skill and ability.

PIN Training Activity Chart

| Purpose | Activity | Module |
|--|--------------------------------------|----------------------------|
| To introduce a framework of adaptations of classroom environments and materials. | Introduction to Adaptation Framework | ADAPTATION & ACCOMMODATION |
| Brainstorm ways to adapt the physical environment of a care space so that all children can participate in the routines and activities. | #2 Learning Environment | |
| Explore ways to adapt the activities and materials used in the child care space. | #3 Adapting Activities | |
| Explore ways to adapt the activities and materials used in the child care space. | #4 Adapting Materials | |
| Explore ways to adapt instructions or requirements of activities | #5 Instruction & Requirements | |
| Discuss adaptations that include having other children assisting a child and to preview adapted toys. | #6 Helping Hands | |
| Participants will learn how to apply the Adaptation Framework to an activity or routine as well as how to create an Adaptation Action Plan | #7 Adaptation Action Plans | |
| This activity simulates the "school-type" demands that we too often erroneously place on very young children: sitting still, answering lots of questions, attending to dry material for a long period of time, and so on. It also suggests that all of us have some of the characteristics of ADD; so it gives the participant a feel for what ADD is. | #1 One Hundred Questions | ADD/ADHD |
| To develop an understanding of ADD and AD/HD and the three subclassifications. | #2 What are ADD & ADHD? | |
| To introduce participants to six steps that can be implemented to accommodate the needs of children who are active, impulsive, or inattentive. | #3 Six Step Method | |
| Introduce participants to some of the common resources related to ADD, AD/HD | #4 Resources | |

PIN Training Activity Chart

| Purpose | Activity | Module |
|--|---|----------------------|
| Observe scenario of a child with autism focusing on the child's strengths in social communication and interaction skills. | #1 Arthur | AUTISM /PDD SPECTRUM |
| View the impact of a child with autism on a family, illustrating family perspectives, values, and approaches to their child's disorder and to practice applying teaching strategies and adaptations to situations involving children with autism. | #2 Families Raising a Child with Autism | |
| Introduce participants to ABA: Discrete Trial Training & Structured Teaching and have participants learn how to (1) provide antecedent & consequence conditions within a discrete trial framework and within structured teaching and (2) collect and interpret data. | #3 Teaching and including children with Autism and PDD | |
| Review characteristics, having participants discuss what they have learned and what they expect to try in their classrooms. | #4 Characteristics of Effective Classrooms | |
| Participants will experience the complexity of how the brain works and what part of the brain is working at different times. Also illustrates how information from our senses needs to be communicated to the brain in order for our bodies to work. | #1 Complexity of brain development | BRAIN DEVELOPMENT |
| To discover the prime times of infant brain development and what caregivers can do to enhance development. | #2 Prime Times of Development | |
| To explore how the outside world shapes the development of the brain. | #3 Social and physical environments: Influences on the brain | |

PIN Training Activity Chart

| Purpose | Activity | Module |
|--|---|--|
| To observe integrated therapies and the results of role releasing. | #1 Integrated therapies | COLLABORATIVE TEAMING |
| To practice collaboration skills and to role play the perspectives of various team members. | #2 Meeting in Teams | |
| Introduce participants to the concept of collaboration and also identify issues for teams to address. | #3 Focusing on routines | |
| To generate tips for collaboration and then review other tips. | #4 Tips for Teams | |
| To understand that learning strengths may be taught through special interest themes. | #1 Theme Storming | CONSIDERATIONS FOR CURRICULUM PLANNING |
| Participants will work in small groups to design a classroom layout using learning centers. | #2 Learning about learning | |
| To develop ways of incorporating learning into center areas. | #3 Scheduling | |
| To reduce wait time for children in between activities. | #4 Transition Tips | |
| To introduce a framework of adaptations of classroom environments and materials. | #5 Introduction to the Adaptation Hierarchy | |
| To provide participants with a first hand view of what parents want from child care for their children. | #1 What Families want from child care | INDIVIDUALIZING FOR FAMILIES |
| Participants will brainstorm techniques to use when communicating with families in various situations. | #2 Communicating with Families | |
| Participants will observe and practice a coached (guided) experience with problem solving involving a child with a disability. | #3 Real Life Story | |

PIN Training Activity Chart

| Purpose | Activity | Module |
|--|-----------------------------------|------------------------------------|
| To increase participant's understanding of how and what children learn through play. | #1 What are they learning? | PROMOTING DEVELOPMENT AND LEARNING |
| To provide participants with an understanding of a child's development and the various types of temperament. Participants will also develop a greater understanding of how temperament can impact on learning. | #2 Individual Differences | |
| Illustrate the uniqueness of children by focusing on children's temperament and development . | #3 Uniqueness of children | |
| Emphasize the importance of accurate observation and to focus participants on the use of objective wording. | #4 What do you see? | |
| Review the adaptations hierarchy. Participants will use one of the real life stories to identify that child's strengths (what the child is doing and learning), to identify ways in which the environment can be arranged to support and promote what the child is able to do, and to reflect upon how those environmental changes support the child's development and learning. Participants will also consider the unique temperament of the child and how this needs to be considered in adapting for all children. | #5 Review of Adaptations Chart | |
| Show participants how information about children's abilities, interests, motivation, likes and dislikes can be used as a beginning for supporting children with diverse abilities in the child care setting. | #1 Know the right stuff | PROMOTING FULL PARTICIPATION |
| To increase participant's awareness of specific disabilities and how to adapt a child care environment to include all children. | #2 Children's specific challenges | |
| Learn how to adapt curriculum activities for children who have specific disabilities. | #3 Individualizing activities | |
| Think about specific ways (strategies) for helping children to learn desired skills or behavior. | #4 Supporting children's learning | |

PIN Training Activity Chart

| Purpose | Activity | Module |
|---|---|--|
| Discuss and define the concept of social competence. | #1 What is meant by social competence | PROMOTING SOCIAL COMPETENCE |
| Define behavior and identify potential functions of behaviors that influence a child's social competence. | #2 Appropriate expectations | |
| Identify ways to use social interventions to aid children in developing social competence. | #3 Prevention and Intervention | |
| Learn how to observe social communication in social interactions. | #4 Promoting positive communication | |
| Recognize that the physical and programmatic environments can be arranged to enhance social competence. | #5 Using the environment to promote social competence | |
| Allow participants to reflect on some common notions that underlie the importance of relationships, and the ways in which adults form relationships with infants and toddlers. | #1 Guiding principles | RELATIONSHIP WITH INFANTS AND TODDLERS |
| The videotape (24 minutes in length) illustrates the types of relationships that caregivers develop with infants and toddlers. Four key ideas are presented: <ul style="list-style-type: none"> • Studying the child's development and temperament. • Learning about families and the cultural heritage of children. • Developing awareness of how your feelings and emotional reactions affect relationships with infants and toddlers. • Mastering the "dance" (watch, ask, adapt). | #2 Relationships are the key | |
| Examples of non-responsive caregiving and positive strategies that caregivers may use to be responsive to infant-toddler development and temperament are provided through this activity in order to sensitize caregivers to what they may do and, more importantly, to what they can do to support infants' and toddlers' emotional needs. | #3 Responsive caregiving is relationship-based | |

PIN Training Activity Chart

| Purpose | Activity | Module |
|---|---|--|
| Introduce participants to the legislation impacting services to children with disabilities and how does the ADA impact on their child care setting. | #1 Overview of Legislation | EI: RESOURCES & RELATIONSHIPS |
| Introduce participants to early intervention and the referral process to have a child evaluated by an early intervention team. | #2 Overview of EI process | |
| For family care providers to think about and identify the different settings where they spend time with children including the different rooms of their home (e.g., kitchen, playroom, bathroom, bedrooms), neighborhood places, and places visited regularly and/or for special field trips. | #1 Settings | FAMILY DAY CARE HOMES: NATURAL ENVIRONMENTS AS A TEACHING TOOL |
| To identify key routines and activities that occur at four different time periods throughout the day and to identify differences that may occur on different days of the week. (This chart will be used later for Activity #4). | #2 Scheduling | |
| To identify individual children's learning needs within a context of children's interests, preferences, talents, and abilities so that participants will not focus only on what they see children as needing to learn to do (e.g., attend longer; sit longer; share; get along with other children better; learn their letters, etc.) | #3 Children's learning needs | |
| Provide opportunities for participants to work together to develop a plan that builds learning opportunities into typically occurring routines and activities. | #4 Multipurpose routines and activities | |

PIN Training Activity Chart

| Purpose | Activity | Module |
|---|---|------------------------|
| Illustrate the importance of getting to know somebody new. It helps participants recognize the need to see each person as an individual and to appreciate the diversity of the group. | #1 Roving reporter | WELCOMING ALL CHILDREN |
| Introduce the meanings of inclusion and provides participants the opportunity to explore these meanings in a non-threatening way. | #2 What inclusion means and does not mean | |
| To gain an understanding of the rationale for inclusion and an appreciation of the benefits of inclusion. | #3 What does it mean for us? | |
| To familiarize participants with people first language | #4 Person first language | |
| To introduce a framework of adaptations of classroom environments and materials. | #5 Introduction to Adaptation Framework | |
| To introduce a framework of adaptations of child space environments and materials. | #6 Using the adaptations framework | |
| Illustrate the diversity of family values within the group and to celebrate the differences. | #7 The Quilted Circle | |

Appendix C

At-A-Glance PIN ~ Training Materials

This document is an *At-A-Glance* reference for all of the materials needed for each of the 3 core and 11 additional PIN modules. Each PIN module has specific materials necessary for successful completion of the training. Some modules require minimal materials while others require the use of VHS with a video. For each session you will need:

- ' Participant sign-in sheet
- ' Participant Module handouts
- ' Extra copies of Previous Modules handout (if conducting a series)
- ' Missed session Make-up Assignment (if conducting a series)

CORE MODULES

Welcoming All Children

- Flip chart and markers
- masking tape
- scotch tape
- glitter/colored sand
- felt
- ribbon
- glue
- scissors
- markers
- fabric paint
- yarn
- assorted magazines
- paint brushes
- beads
- card stock paper
- hole punch
- self-stick velcro
- fabric scraps
- cotton
- other odd-a-cards

What you will need to make ahead of time:

- make 3 x 5 cards "what inclusion means and does not mean" definitions
- make 3 x 5 cards with quotes from "Joining the Quilted Circle"
- sample quilt square

CORE MODULES

Promoting Development and Learning

- Instructor Guidelines for Portfolio Project
- Participant Portfolio Project materials
- Copies of "A Story About _____"
- Disposable cameras (optional)

- Timer
- Markers
- Pencils
- Paper
- Highlighters

- Consultation Schedule (if appropriate)

What you will need to make ahead of time:

- One set of Play Activity cards (instructions in the Instructor's Guidelines)

Resources & Relationships

- Child Care Training Credit Hour Forms
- W-9 Forms (if providing a stipend)
- Request for Payment Forms (if providing a stipend)
- Training Evaluation Form
- PIN certificates of completion

ADDITIONAL MODULES ~ Listed Alphabetically

Adaptation & Accommodation

- Flip chart and markers (or chalk & blackboard).
- Masking tape
- Optional: Examples of adapted toys (may be borrowed from local Leksok Phone 1-800-366-PLAY)
- overhead projector

What you will need to make ahead of time:

- overheads: Environment, Activities, Materials, Instructions/Requirements, Helping Hands (included at the end of the Adaptation & Accommodation Instructor's Guidelines).

ADHD / ADD

- 100 Questions from the book Driven to Distraction by Hallowell & Ratey, 1994 available from www.amazon.com
- ' NICHCY ADHD fact sheet - copies
- ' Flip chart paper & markers (or chalk & blackboard)
- ' Any additional books/resources that help parents and child care providers keep a positive perspective of the child and keep the child focused.

Autism / PDD Spectrum

- ' TV/VCR
- ' Video:
 - Hello My Friends (available from the Inclusion Press, 24Thorne Crescent, Toronto, ONT M6H2S5 Canada; website: <http://www.inclusion.com>) or any tape that shows an example of a child with PDD/autism in a regular child care or educational setting.
 - The Hopmoxa Family (produced by the American Association for Marriage and Family Therapy and distributed by Child Development Media, Inc., 5632 Van Nuys Blvd, Suite 286, Van Nuys, CA 91401; phone 818-994-0933) or a tape where a family discusses raising a child with autism.
- ' Flip Chart & Markers (or chalk & blackboard)
- ' NICHCY Autism fact sheet - copies

What you will need to make ahead of time:

- ' File cards made into two sets of cards -- teaching activities and learning activities (see Activity 3 for further instructions to make cards).

ADDITIONAL MODULES ~ Listed Alphabetically

Brain Development

- ' TV/VCR
- ' **Video: 10 Things Every Child Needs: Robert McCormick Foundation**
The "Ten Things Every Child Needs" video is no longer available through the McCormick Tribune Foundation. You may order it at www.amazon.com by typing in "Ten Things Every Child Needs" under VHS, or by calling Consumer Vision at 1-800-756-8792.
- ' Flip chart paper & Markers (or chalk & blackboard)
- ' Overhead projector
- ' Masking Tape

What you will need to make ahead of time:

- ' Overheads (make from handouts in Participant's Module)

Collaborative Teaming

- ' TV/VCR
- ' **Video: PIN Session #2 Integrated Services**
- ' Flip chart
- ' Paper
- ' Pens
- ' Markers

What you will need to make ahead of time:

- ' Index cards with the script for Role Playing handout on them (see Instructor's Guidelines)

Considerations for Curriculum Planning

- ' Flip chart paper
- ' Markers

What you will need to make ahead of time:

- ' Example of a Learning Center Schematic

Individualizing for Families

- ' One to three parents (at least one who has a child with a disability: Parents should represent ethnic diversity)

ADDITIONAL MODULES ~ Listed Alphabetically

Promoting Full Participation

- ' **Video tape: ABC's of Inclusive Child Care**. Available from the Texas Council for Developmental Disabilities (1993). 512-437-5432 Cost: Free
- ' TV/VCR
- ' Early childhood activities (copied from Addison-Wesley Active Learning, Cryer, Harms & Ray) Series
- ' Flip Chart & Markers (or chalk & blackboard)

What you will need to make ahead of time:

- ' 5 sets of paired file cards (see Instructor's Guidelines)

Promoting Social Competence

- ' Flip chart paper and markers
- ' **Video tape: any tape showing children in free play**
- ' TV/VCR

Relationship with Infants & Toddlers

- ' Timer or Bell
- ' Flip chart paper & Markers (or chalk & blackboard)
- ' Masking Tape
- ' TV/VCR
- ' **Video: Getting in Tune: Creating Nurturing Relationships with Infants and Toddlers (24 minutes)**
Available from pita, The Program for Infant/Toddler Caregivers
http://www.pita.org/cs/pitclib/punt/pita_docs/products4.html

What you will need to make ahead of time:

- ' 2 colors of file cards (see Instructor's Guidelines)

Teaching and Learning in Natural Environments

- ' Flip chart & Markers (or chalk & blackboard)