

THE ENGAGEMENT TRAINING SERIES

Welcome to...

Overview of Kentucky's Training Series for 11th Autism Institute

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Presented June 12, 2012 by Brenda Mullins




TRAINING SERIES

Supporting Transition and School Readiness

The ENGAGEMENT Training Series: Supporting Transition & School Readiness Overview Module
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Overview



- Overview of ENGAGEMENT Training Series and Notebook
- Review of Module 1 Materials
- Miscellaneous

GOAL: You will use the ENGAGEMENT training series to deliver high quality training to families and professionals.

Goal of training series (page 3)


Designed to provide the foundational knowledge that families need to:

- Support their child's growth and development (which supports school readiness)
- Effectively engage in, prepare and support their child during transitions from one environment to another, one early childhood program/services to another and into Kindergarten.

Refer to the handout titled **Family/Professional User Guide**

Target audience (page 3)


- Designed for families/professionals
- Facilitated by families/professionals



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Length of Modules (page 3)


- 1) 30-45 minute version
- 2) 60-90 minute versions (using extension activities incorporated into modules)
- 3) Variations thereof...



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Module topics

1. Review the list of module topics on page 4
2. Discuss this question with a partner:
 - *What do you notice about these topics?*



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Module topics

1. Skim the module descriptions on pages 5-7.
2. Identify 1-2 modules that immediately jump out at you as being very relevant to families that you work with.
3. Share/discuss your choices with a partner how you would use these modules to train families of children under the ASD umbrella.

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Availability of Modules

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Module Materials (pages 8-9)

- Training Plan
- Evaluation
- PowerPoint
- Certificate
- Participant Handout
- Worksheets, etc.
- Needs Assessment
- Background Information
- Sign-In Sheet

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Obtaining module materials

- Participate in ENGAGEMENT overview training session.
- Receive web link from trainer, then access module materials and download from website.
- Store online or make notebook

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Questions?

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Agenda

- Overview of ENGAGEMENT Training Series and Notebook
- Review of Module 1 Materials
- Miscellaneous

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Module Materials Format

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Training Plan

Refer to the handout titled *Training Plan (module1)*

Training Plan

- Road map – “need to know” document for each module
- Title and authors
- Session description, training goal and outcomes
- Trainer instructions (PowerPoint)

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Training Plan

Refer to the handout titled *Training Plan (module1)*

Training Plan

- Road map – “need to know” document for each module
- Module developers (page 2)
- Read *Session Description, Training Goal, & Training Outcomes* (page 2).

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Module 1 Length/Materials

See list on page 3

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Background Info for Module #1

Briefly review the background information identified for this module (page 4)

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Training Outline/Agenda


Module 1 has 2 PowerPoints and 2 outlines/agendas

- Briefly review the training outline/agenda for the 30-45 minute session on pages 6-7 and the 60-90 minute session on pages 8-9.
- Look for 1-2 differences between the 30-45 minute outline/agenda and the 60-90 minute outline/agenda.
- Find a partner and discuss these questions:
 - What do you notice about how this outline/agenda is formatted/organized?
 - What differences did you find between the two outlines/agendas?

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Questions?




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PowerPoint

Contains two types of information


- Key points for participants (on the slide)
- Content information and instructions for trainer (in the PowerPoint notes)

Video Clips 

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Training Content




Explain
Family engagement is more like becoming engaged – it requires more commitment and goes beyond the typical family involvement activities.
Imagine that your child’s early childhood program “proposes” by asking you to join in a serious partnership where both of you are committed to **working together** to promote your child’s learning, growth and development.
Together, you are going to work as partners to prepare your child to succeed in school.
One of the key differences between family involvement and family engagement is this notion of a “partnership” (think of what a business partnership is like).
When you become “engaged” you make a decision that your child and his/her success in school is a priority AND you choose to work as partners with your child’s early childhood program (or school).

Module 1: Engagement of Families in the Transition Process (30-45 minute version)
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Trainer Instructions (in PPT notes)

- ⇒ indicates information that will appear or “fly-in”
- ☐ indicates a note or clarifying information for the trainer



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Participant Handout

Note taking

FYI Box

Family Involvement vs Family Engagement
Family involvement is like _____
Family engagement requires more _____

Early Childhood Transitions
A transition is a _____ from one situation to another.

Examples of early childhood transitions include:

- Developing a strong relationship with child’s teacher and early childhood education (ECE) program
- Participating in decision-making and establishing goals for your child
- Advocating on your child’s behalf
- Communicating with ECE program (both initiating communication and responding to)
- Sharing your unique knowledge about your child with child’s teacher
- Volunteering and actively engaging in program activities and events
- Creating a learning environment at home, reinforcing what child learns in EC program

NAEYC (2009)

Module 1: Engagement of Families in the Transition Process
The ENGAGEMENT Training Series for Kentucky Families & Professionals
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Sample Needs Assessment Questions

Module 1: Engagement of Families in the Transition Process

The questions below are sample questions that could be incorporated into a needs assessment. Revise these questions and/or add additional questions to meet your specific needs.

Please select ALL early childhood program services your child is currently enrolled in:

- First Step (early intervention services)
- Head Start
- Kentucky State Preschool
- Child Care
- Other _____

Please indicate any of the following documents that you are familiar with:

- Kentucky Early Childhood Standards
- Standard Parent Guides
- Step by Step – Transition Parent Guide
- Primary Style – Transition Parent Guide

When you hear the phrase “family involvement in child’s education,” what kinds of activities do you think of?


In what ways are you involved with your child’s early childhood program?

In what ways are you involved with your child’s early childhood program? (select all that apply)

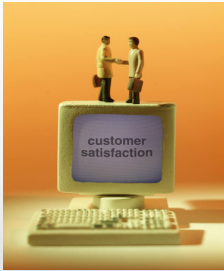
- I have developed a strong relationship with my child’s teacher and early childhood education (ECE) program
- I participate in decision-making and establishing goals for my child
- I advocate on my child’s behalf
- I communicate on a regular basis with my child’s early childhood program
- I share information about my child
- I volunteer and participate in program activities and events
- I create a learning environment at home, reinforcing what child learns in EC program
- Other (please specify) _____

Have you ever participated in a transition planning conference?

Yes
No
If yes, please describe _____



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EVALUATION

Module 1: Engagement of Families in the Transition Process

INSTRUCTIONS: Please thoughtfully answer all items below.

Date: _____ Trainer: _____

Session Ratings	Pre	Post	Average	Above Average	Excellent
1. Organization of Session	1	2	3	4	5
2. Written Materials	1	2	3	4	5
3. Trainer's Knowledge	1	2	3	4	5

4. How satisfied are you with the training received? (circle one)

Not at all satisfied (1)	Somewhat satisfied (2)	Satisfied (3)	Highly satisfied (4)

As a result of today's training, rate the change in your knowledge and/or understanding of:

	No Change	Little Change	Some Change	Substantial Change	Significant Change
1. How stress can impact children's learning	1	2	3	4	5
2. The importance of preparing children for transition and supporting them through the transition	1	2	3	4	5

7. How likely are you to intentionally engage in the transition process the next time your child transitions from one program/setting to another?

Will Not	Unlikely	Neutral	Probably	Definitely

8. How likely are you to use the Transition Parent Guide and/or the Standards Family Guide?

Will Not	Unlikely	Neutral	Probably	Definitely

9. What I found MOST useful was... 10. What I found LEAST useful was...

11. What do you plan to do differently as a result of attending this workshop?

12. What other training topics are you interested in?

ROMEO: Check all that apply

<input type="checkbox"/> Early Childhood Program (pre-employment)	<input type="checkbox"/> CCSR
<input type="checkbox"/> Public School	<input type="checkbox"/> Regional Training Center (RTC)
<input type="checkbox"/> Head Start	<input type="checkbox"/> Early Head Start/Head Start
<input type="checkbox"/> Special Ed. Classroom	<input type="checkbox"/> PRT/PCIT/PIPPS (online)
<input type="checkbox"/> Private Day Care/Preschool	<input type="checkbox"/> Family Trainer
<input type="checkbox"/> Child care center/home (online)	<input type="checkbox"/> Other (specify):
<input type="checkbox"/> Community Early Childhood Council (CECC)	

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Certificate of Participation

➔ (insert name here)


The ENGAGEMENT Training Series for Kentucky Families & Professionals:
Supporting Transition and School Readiness

Module 1: Engagement of Families in the Transition Process
Increasing the Odds Your Child Will Succeed in School

ECE Teacher Standard VI, CDA Subject Areas 4, 8,
Kentucky Core Content, Level 1, Child Growth & Development, Family & Community Partnerships

➔ (insert date)

Trainer	Trainer Level	Trainer Credential #	Expiration Date



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Additional materials

- Worksheets
(interactive activities – e.g., scavenger hunt)
- Supplemental readings/handouts
- Sign-in sheets
 - Generic sign-in sheet
 - ECE TRIS sign-in sheet (<https://tris.eku.edu>)

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Notebook Contents – Table Activity


1. Briefly review the materials in your section from notebook.
2. Discuss: What specific materials would be helpful for ASD families and what modifications would be necessary if any?
3. Be ready to share with the large group a short narrative about the module you have
4. List at least 3 ways you can use the module

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Questions?

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Overview

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- Overview of ENGAGEMENT Training Series and Notebook
- Review of Module 1 Materials
- Miscellaneous
 - Alternative ways to use Modules with diverse families
 - Reporting and/or Documentation
 - Question/Answer

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Alternatives to “Trainings” for Diverse Families

- Face to Face (go to housing projects, shelters, support groups, faith based environments, library, preschool coordinator, etc.)
- Coordinated efforts with community agencies
- “Nuggets” which can build capacity in newsletters, articles in newspapers, etc.
- Webinars or free *Go to Meeting* using audio and handouts
- SKYPE, Facebook, etc.

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Criteria of Module Replication

- Step #1: Complete face to face or online Overview training
- Step #2: Receive link to obtain materials
- Step #3: Select a module to begin with
- Step #4: Become familiar with module materials
- Step #5: Schedule training and send date of training to your Regional Training Center
- Step #6: Send needs assessment to registered participants if appropriate
- Step #7: Provide training
- Step #8: Send sign in sheet and evaluations to the Regional Training Center by email, fax, or snail mail
- Step #9: Celebrate!!

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Long-term data collection

What we know...



What we don't...

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Burning Questions



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Closing

1. Identify
 - One thing you have learned?
 - One “pass it on” idea?
2. Please thoughtfully complete your evaluation. Your feedback will help me:
 - identify what you found useful.
 - improve this training.
3. Commit to replication of series

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