

STUDY GUIDE

In Texas, the Department of Family and Protective Services (DFPS) regulates the training of people who work in home- and center-based facilities.

Must training meet criteria? DFPS recognizes clock hours or continuing education units (CEU) from various sources including 1) workshops offered by local school districts, colleges or universities, or child care licensing; 2) conferences; 3) self-instructional materials; and 4) planned learning opportunities. See minimum standards, §746.1317 for center-based care and §747.1315 for home-based care for further details.

All training must include specifically stated learning objectives; a curriculum, which includes experiential or applied activities; an assessment to determine whether the person has met the objectives; and a certificate of successful completion.

Does DFPS approve training resources or trainers for clock hours? No. It's your responsibility to obtain relevant training from reliable resources. DFPS does recommend, however, that you preview all training materials and ask trainers to verify their knowledge of the subject—both experience and education, and training qualifications.

What is instructor-led training? This is usually a class led by an instructor, who communicates and interacts with learners by answering questions, providing feedback, and offering guidance or information on resources. Advantages include getting a break from the isolation of your work, networking and support, sharing knowledge, and learning about different practices in early care and education.

What is self-instructional training? This is training in which an individual works alone, at her own pace, to complete lessons or modules without the direction, assistance, or feedback of an instructor. That is why CPR and first aid training cannot be obtained through self-instructional training.

DFPS limits the number of annual training hours you can obtain from self-instructional materials. Check your minimum standards for details on these limitations; for home-based care, see §747.1325. For center-based care, see §746.1327.

How do I verify training for DFPS? To be counted toward compliance with minimum standards, the trainer or training source should provide you with a certificate or letter showing: your name, date of the training, title or subject of the training, the trainer's name or the training source for self-instructional training, and the length of the training specified in clock hours, CEU's, or college credit hours.

Keep all documentation in a safe place like a file cabinet or personnel file. DFPS licensing representatives may ask to review self-instructional materials to ensure training criteria are met. Do not mail your documentation to child care licensing or to the *Texas Child Care Quarterly*.

Can I use Texas Child Care for self-instructional training? Yes. DFPS will recognize two clock hours of self-instructional training credit from this issue, provided you do the following: 1. Review the checklist at right. 2. Study all articles that relate to your work with children. 3. Respond to the checklist with documented evidence (written descriptions, photographs, and charts, for example). Continue to study the article until you can provide documentation and answer "Yes" to each skill. 4. Attach a copy of the checklist or a cover page to your documentation. Be sure to include your name, the date you completed the documentation, and identify the issue and titles of the articles you studied.

Learning objectives and evaluation checklist

Caring for a child with asthma (page 2)

- I have completed the true-false quiz with 100 percent accuracy.
- I can list at least six basic health practices that minimize asthma triggers.
- I can list at least four warning signs of an asthma attack and can document appropriate response procedures.

Want a Specific Song? Invent One! (page 10)

- I can list the four steps necessary to composing a new song.
- I can document with pictures, notes, recordings, and lesson plans at least three new, invented songs.

Learning centers for toddlers (page 12)

- I can list the three recommended learning centers for a toddler classroom.
- I can document with photos and lesson plans the use of each of the three centers.

Supporting young children affected by hurricanes (page 16)

- I can list at least three behavioral responses to natural disasters.
- I can list at least four ways I can help children cope with disasters and trauma.
- I can list at least four children's books that deal with trauma and tell why each might be helpful to a child.

Bringing multiple intelligences outdoors (page 24)

- I can list at least six of Gardner's multiple intelligences and state three characteristics of each.
- I can document at least four ways I have extended outdoor play to support multiple intelligences.
- I can list at least four guidelines for using classroom materials outdoors.

Prepare for a possible flu emergency (page 34)

- I have reviewed the planning checklist and have set target completion dates.
- I have shared the plan with the families of children in my care.
- I can identify the most effective tool for disease prevention and spread.

Where do the leaves go? Help children to be keen observers (page 36)

- I can describe, in writing, the importance of observation skills and document my responses to at least one of the questions in the sidebar on page 40.
- I can document with photos, lesson plans, and other class records children's responses to at least five of the activities described in this article.