

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

Promoting cultural and linguistic diversity: Supporting bilingualism in the early childhood classroom (page 2)

- I can list in writing at least four benefits to supporting dual language learners.
- I can document with lesson plans, portfolio entries, journals, and anecdotal records the ways in which I support dual language learners and their families.
- I can define in writing and give evidence of understanding the following terms: *cultural diversity*, *linguistic diversity*, *English language learners*, and *language acquisition*.

Infant nursery games—Standing the test of time (page 10)

- I can provide tip sheets and handouts I've used to help families understand the importance of infant nursery games to a baby's growth and development.
- I can document children's participation in at least six activities described in this article.

Get REAL: Leading through respect, example, attitude, and love (page 16)

- I can provide, in writing, my understanding and use of REAL leadership characteristics.
- I can document examples of how REAL leadership has changed my interactions with children and their families.

Heavyweight or healthy weight? Teaching children about food and fitness (page 24)

- I can define in writing the word *obesity* and explain why overweight children are at risk for health problems both in childhood and later adulthood.
- I can document the ways in which I have helped support healthy food and exercise practices in my classroom.

Talking with children about germs (page 32)

- I can describe in writing and give examples of the four primary categories of germs.
- I can list at least five essential illness prevention practices and document their use in my classroom.
- I can document children's participation in at least four activities described in this article.

Infant work, infant play, infant learning (page 40)

- I can chart the typical sequence of infant development and how each developmental stride corresponds to brain development.
- I can define in writing the term *developmental red flag* and describe why and how I should respond to concerns about an infant's development.
- I can document my ability to provide brain-strengthening activities for the children in my care.