

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

Parents as partners—and customers (page 2)

- I can describe in writing at least five reasons customer service is critical to the success of my program.
- I can describe in writing my program's procedures for handling problems.
- I can document with handbooks, photographs, and anecdotal records the ways in which my program practices the rules for good customer service.

Introduce sculpture—and build math skills (page 12)

- I can provide tip sheets and handouts I've used to help families understand the reasons we study sculpture.
- I can define in writing and give evidence of understanding the following terms: *three-dimensional*, *casting*, *bas-relief*, *gargoyle*, and *architecture*.
- I can document children's participation in at least five of the activities described in this article.

Learning centers for everyone (page 24)

- I can provide in writing a description of how learning centers support children's growth and development.
- I can document with lesson plans, portfolio entries, journals, and anecdotal records the ways in which I use learning centers.
- I can provide a written catalog of the basic equipment in each of my classroom's learning centers.

Talking with children about the sun (page 32)

- I can describe in writing the basic features of the sun.
- I can list at least five questions that could introduce the study of the sun to children in my care.
- I can document children's participation in at least four activities described in this article.

Make family bulletin boards come to life: 10 ideas (page 40)

- I can provide in writing a description of why family bulletin boards are important to my program.
- I can document the improvements I've made in bulletin boards with before and after photographs.
- I can describe in writing at least five routine practices that help ensure enticing and informative bulletin boards.