

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

Enhancing family involvement (page 2)

- I can document with photos, notices, and anecdotal records the ways in which I promote family involvement.
- I can describe in writing the ways in which bulletin boards, lending libraries, and family meetings support the families and children in my program.
- I can provide written evidence of my program's annual family survey.

Rethink rubbish: Reduce, reuse, recycle (page 8)

- I can define in writing the terms *reduce*, *reuse*, and *recycle* and give three examples of effective practices for each.
- I can describe in writing why going green is desirable—economically and environmentally.
- I can list at least three products that should not be reused in early childhood programs.

I can read too! Making and using dual language books in the classroom (page 16)

- I can describe in writing at least three reasons why dual language books support literacy.
- I can document with pictures, anecdotal records, and lesson plans the ways in which I use dual language books with the children in my program.

How to support bilingualism in early childhood (page 24)

- I can describe in writing my philosophy of bilingual education.
- I can document with pictures, anecdotal records, and lesson plans the ways I ensure cooperation with parents in language use.
- I can list the efforts I've made to use children's native languages in the classroom.

Teach 'reduce, reuse, recycle' in the classroom (page 32)

- I can document with photographs, anecdotal records, and lesson plans at least seven classroom activities based on this article.
- I can document with photographs, anecdotal records, and lesson plans the ways in which I've helped children understand composting concepts.

Sudden Infant Death Syndrome—New recommendations (page 40)

- I can list at least eight specific risk factors for SIDS.
- I can describe in writing the ways my program's policies minimize the risk of SIDS.
- I can document the ways in which I've shared information about SIDS with parents.