A Trainer’s Guide
to
The School-Age Staff Training Program

Derry G. Koralek
Debra D. Foulks

Cover Illustration by
Jennifer Barrett

Developed for
Child and Youth Services, Department of the Army

by
Teaching Strategies, Inc.
Washington, DC
1994
Developed for the U. S. Army
Child and Youth Services
Contract # MDA 903-91-C-0256

Copyright © 1994 by Teaching Strategies, Inc.

All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means without the prior written permission of Teaching Strategies, Inc., Washington, DC, except it may be reproduced at government expense by the U.S. Department of the Army and the Department of Defense for use in child development and youth services programs.
Acknowledgments

The School-Age Staff Training Program, a companion piece to the Caregivers' Training Program and the Family Child Care Providers' Training Program, was developed to give school-age program staff comprehensive, performance-based training on how to plan and carry out developmentally appropriate out-of-school programs for children in kindergarten through sixth grade. The training is comparable to that offered to caregivers of infants, toddlers, and preschoolers and to family child care providers.

Many individuals contributed to the development of these training materials. First, we would like to acknowledge M.-A. Lucas, Chief of Army Child and Youth Services, who recognized the important role school-age programs play in the lives of children and initiated the development of this training. Next, we want to thank Dr. Victoria Moss, Program Manager, Supplemental Programs and Services, Department of the Army, who guided the development of the training modules and provided us with constructive and helpful suggestions that greatly improved the program. In addition, we are grateful to P. K. Tomlinson and Linda Harwanko, Education Program Specialists, Department of the Army, who reviewed and gave extensive feedback on the modules. The following Service representatives also reviewed and provided input that enriched these training materials: Keith Painter, Recreation Specialist, Department of the Army; Carolee Van Horn, Community Recreation Specialist, Department of the Navy; Madeline Wagner, Community Recreation Specialist, The Marine Corps; and Mary Alice Howe, Child Development and Youth Specialist, Department of the Air Force.

It is our hope that as school-age staff throughout the Army and other Military Services undertake this training program they will gain new knowledge and develop new skills that will allow them to offer the highest quality of programming. We also hope this training will lead to greater understanding of how school-age programs encourage and support children’s development, allow them to explore and build on their interests, and help them grow into competent, independent, and productive citizens.
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>i</td>
</tr>
<tr>
<td><strong>I. Implementing the Training Program</strong></td>
<td></td>
</tr>
<tr>
<td>The Framework and Content of the Training Program</td>
<td>3</td>
</tr>
<tr>
<td>Understanding How Adults Learn</td>
<td>3</td>
</tr>
<tr>
<td>Introducing the Training Program</td>
<td>4</td>
</tr>
<tr>
<td>Incorporating Additional Resources</td>
<td>7</td>
</tr>
<tr>
<td><strong>II. Overseeing the Training Program</strong></td>
<td></td>
</tr>
<tr>
<td>Completing the Introduction</td>
<td>11</td>
</tr>
<tr>
<td>Working Through a Module</td>
<td>12</td>
</tr>
<tr>
<td>Providing Feedback</td>
<td>13</td>
</tr>
<tr>
<td>What Staff and Trainers Do in Each Module</td>
<td>14</td>
</tr>
<tr>
<td><strong>III. Assessing Each Staff Member’s Progress</strong></td>
<td></td>
</tr>
<tr>
<td>Administering Knowledge Assessments</td>
<td>67</td>
</tr>
<tr>
<td>Conducting Competency Assessments</td>
<td>68</td>
</tr>
<tr>
<td>Discussing the Assessment Results</td>
<td>69</td>
</tr>
<tr>
<td>Knowledge Assessments</td>
<td>71</td>
</tr>
<tr>
<td>Competency Assessments</td>
<td>111</td>
</tr>
<tr>
<td><strong>Appendices:</strong></td>
<td></td>
</tr>
<tr>
<td>A. Answer Sheets for Knowledge Assessments</td>
<td>131</td>
</tr>
<tr>
<td>B. Trainer Observation Forms for Competency Assessments</td>
<td>157</td>
</tr>
<tr>
<td>C. Tracking Forms</td>
<td>205</td>
</tr>
<tr>
<td>D. Publishers and Distributors of Resources</td>
<td>211</td>
</tr>
</tbody>
</table>
I. Implementing the Training Program

The Framework and Content of the Training Program ........................................ 3
Understanding How Adults Learn ................................................................. 3
Introducing the Training Program .............................................................. 4
  Explaining the Purpose of the Program .................................................. 5
  Inviting Input on Successful Training Practices ...................................... 6
  Emphasizing Feedback and Recognition ................................................. 6
Incorporating Additional Resources ......................................................... 7
Introduction

Navy installations world-wide offer school-age programs for the out-of-school hours of children in kindergarten through sixth grade. Typically, children participate in these programs for an hour or more before school, for several hours after school, and full-time during vacation periods. In effective, high-quality school-age programs, this time is used to provide many opportunities for youth to broaden their horizons, engage in sports and recreational activities, and develop interests and skills that will continue into adulthood. Such programs rely on the skills and knowledge of school-age staff who plan, guide and facilitate children’s participation.

The School-Age Staff Training Program provides standardized, performance-based training, tied to opportunities for professional recognition. The training program includes materials that are practical and easy to use, accompanied by guidance for trainers on how to implement the training effectively.

Because the program is self-instructional, staff can use it at their own pace, as time permits. This format allows for staff autonomy in completing the training. But that autonomy also means trainers must play a very active role in advising staff during the training and tracking their progress. The trainer’s central role is to provide feedback and support and to make judgments about the appropriateness of a staff member’s responses in the learning activities. Trainers also observe and model appropriate practices in school-age programs and assess the knowledge and competence staff have gained from the training.

This Trainer’s Guide has three chapters and four appendices. The first chapter describes the training program. It offers suggestions for setting the stage and introducing the training program to school-age staff. Chapter II describes how the training program works, provides an overview of the trainer's role in guiding and supporting staff, describes what staff and trainers do to complete each module, and provides suggested strategies for extending learning. Chapter III explains the assessment process and includes knowledge and competency assessments for each module. The appendices provide the knowledge assessment answer sheets, observation forms, for the competency assessments, tracking forms and a list of publishers, and distributors for resources on school-age programming (including those suggested in the Orientation to The School-Age Training Program).
To introduce *The School-Age Staff Training Program*, trainers might hold a group meeting to explain the purpose and importance of the program. Although all staff may not participate in the training at the same time, it is still important for everyone to understand the value of the program. Once the training program is fully implemented, an overview to the training can be provided during a new staff member’s orientation period.

As indicated above, staff may remember more if the trainer records key points on a flip chart or a blackboard. In addition, trainers can show the slide-video that accompanies this training program and display copies of *The School-Age Staff Training Program* for staff to examine.

**Explaining the Purpose of the Program**

Staff will support the program more enthusiastically if they understand the thinking behind it. Trainers can explain the program is based on the belief that children are learning and developing all the time, including while they attend the school-age program. Everything they do at the program has the potential for being a positive experience that enhances their growth and development. The school-age program complements rather than duplicates children’s school experiences and allows children to explore special interests and talents.

Trainers can discuss the wide age range of children in school-age programs, from those entering the primary grades to those on the verge of adolescence. It is extremely challenging to provide a program that meets the needs of all children as they move from early childhood, to middle childhood, to preadolescence, to the teen years. To help staff understand how children’s characteristics and needs vary during these years, the training focuses on the developmental stages of three age groups: 5 to 7 years, 8 to 10 years, and 11 to 12 years.

Trainers can also explain the key skills and information repeated and reinforced throughout the modules. These include the following:

- **Observation** is an important skill for school-age staff. Information gathered through regular, systematic observations help staff get to know individual children and learn about their needs, skills, and interests. This information is used in planning and to provide an individualized program.

- **Balance** is a key feature in effective programs. The activities offered include ones that are active and quiet; take place indoors and outdoors; involve individuals, and small and large groups; are planned and introduced by staff and initiated by children. There are opportunities to spend time in same-age and multi-age groupings; participate in cooperative and competitive ways; and use physical, socio-emotional, and cognitive skills.

- **Child-choice** is an important element in effective school-age programs. Staff provide many opportunities for children to make choices and be meaningfully involved in program planning and operations. For example, children lead group meetings, participate in routines, and choose from multiple activity options each day. In addition, the daily schedule provides long blocks of time when children can plan and carry out their ideas, interest areas are established and stocked according to children’s skills and interests, and staff use surveys and other techniques for keeping up with children’s changing interests.
- The primary role of staff is to facilitate children’s involvement in clubs, interest areas, and activities. They set up an interesting and challenging environment, provide materials, and plan activities that reflect children’s needs, skills, and interests.

- Children are part of a community within the program and in the larger world beyond the program. The program offers opportunities for children to be a part of both communities. Staff coordinate with other facilities and youth programs on the installation to involve children in the larger community and provide more opportunities for them to use and develop skills and interests.

Trainers might also want to mention the program was designed to meet the unique circumstances and training needs of school-age staff, as described in the Orientation to the modules. It is also important to explain how the training program meets the requirements outlined on the Individual Development Plan (IDP) for school-age staff.

**Inviting Input on Successful Training Practices**

Ask staff to describe training practices they have found to be effective, such as observation and feedback by trainers, supervisors, or colleagues; viewing videotapes; reading books or articles; watching someone else perform a task; discussing an idea or concept. Also ask them to indicate what areas they would most like their training to cover. Because this training program is very comprehensive, trainers can then show staff how their training requests have been addressed in *The School-Age Staff Training Program*.

**Emphasizing Feedback and Recognition**

The training program offers in a sense the best of both worlds: it is tailored to each individual’s needs, but it also provides for a close working relationship between trainer and participant. Emphasize that just because staff use the materials independently does not mean they will be left alone to “sink or swim.” The feedback provided regularly, as described in Chapter II, is central to the success of the program.

Trainers may want to meet with groups of staff who are working on the modules to discuss learning activities and to encourage staff to support each other. Peer support can help staff grow professionally and support them as they work with children each day. The Handbook for Army Education Program Specialists includes additional information on planning and conducting group sessions.

Appendix C of this *Trainer’s Guide* includes two tracking forms: an Individual Tracking Form and a Program Tracking Form. Give staff copies of the Individual Tracking Form so they can monitor their own progress. There is space for the trainer to sign off when each module is completed. The Program Tracking Form allows trainers to keep track of the progress of an entire group. This helps in scheduling feedback sessions and assessments.

Emphasize that staff will receive recognition for undertaking and completing the training. Consider these suggestions for providing incentives:

- Give meaningful rewards after staff complete a substantial part of the training, such as entry, skill, or intermediate levels. For example, the program could offer a certificate for dinner for two donated by a local restaurant, a new material for the children, or a copy of a favorite resource.
# II. Overseeing the Training Program

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completing the Introduction</td>
<td>11</td>
</tr>
<tr>
<td>Overall Self-Assessment</td>
<td>11</td>
</tr>
<tr>
<td>Individual Development Plan</td>
<td>11</td>
</tr>
<tr>
<td>Working Through a Module</td>
<td>12</td>
</tr>
<tr>
<td>The Overview</td>
<td>12</td>
</tr>
<tr>
<td>The Pre-Training Assessment</td>
<td>12</td>
</tr>
<tr>
<td>Learning Activities</td>
<td>12</td>
</tr>
<tr>
<td>Summarizing Your Progress</td>
<td>12</td>
</tr>
<tr>
<td>The Assessment Process</td>
<td>12</td>
</tr>
<tr>
<td>Documentation of Progress</td>
<td>13</td>
</tr>
<tr>
<td>Providing Feedback</td>
<td>13</td>
</tr>
<tr>
<td>Suggestions for Conducting Feedback Conferences</td>
<td>13</td>
</tr>
<tr>
<td>What Staff and Trainers Do in Each Module</td>
<td>14</td>
</tr>
<tr>
<td>Module 1: Safe</td>
<td>15</td>
</tr>
<tr>
<td>Module 2: Healthy</td>
<td>18</td>
</tr>
<tr>
<td>Module 3: Out-of-School Environments</td>
<td>22</td>
</tr>
<tr>
<td>Module 4: Physical</td>
<td>25</td>
</tr>
<tr>
<td>Module 5: Cognitive</td>
<td>29</td>
</tr>
<tr>
<td>Module 6: Communication</td>
<td>33</td>
</tr>
<tr>
<td>Module 7: Creative</td>
<td>36</td>
</tr>
<tr>
<td>Module 8: Self</td>
<td>40</td>
</tr>
<tr>
<td>Module 9: Social</td>
<td>44</td>
</tr>
<tr>
<td>Module 10: Guidance</td>
<td>47</td>
</tr>
<tr>
<td>Module 11: Families</td>
<td>52</td>
</tr>
<tr>
<td>Module 12: Program Management</td>
<td>56</td>
</tr>
<tr>
<td>Module 13: Professionalism</td>
<td>60</td>
</tr>
</tbody>
</table>
II. Overseeing the Training Program

This chapter explains how the training program works, discusses the importance of providing supportive feedback, describes what staff members and trainers do to complete each module, and suggests strategies trainers can use to extend learning.

Completing the Introduction

The program begins with two important steps: an overall self-assessment and development of an individual development plan (IDP). Staff then follow a five-step process as they work on each module.

Overall Self-Assessment

After reading the Orientation and before beginning the first module, staff assess their skills by ranking how frequently they carry out basic activities identified for each module. This is not a test; it is an exercise designed to introduce the major topics covered in each module and help them decide which modules they will work on first. For some staff, trainers may want to acknowledge it can be difficult to identify the skills they need to develop further and what areas they need to know more about. Encourage staff to complete the self-assessment as honestly as possible. Honest answers will allow them to develop training plans that reflect their needs and interests.

Individual Development Plan

When a staff member first enters the program, it is helpful to schedule a one-hour observation of the individual working with children. If the staff member seems uncomfortable with the observation process, explain that observation is an important training tool. Observations are used throughout the training program to provide feedback to staff on their progress in applying the knowledge and skills they develop as they work on each module.

During an individual meeting with the staff member, the trainer discusses the observation notes and the self-assessment results. To help get the program off on the right foot, try to allow enough time (15 to 30 minutes) at this meeting for a thorough discussion.

Next, the trainer and staff member discuss the IDP, which includes a training plan and a schedule for working on the modules. The IDP outlines the order in which the modules are completed. They are not completed in numerical order, but rather have been specifically placed within the training levels. The order in which modules are completed reflects the skills most needed by school-age staff.

It can be helpful, especially when first implementing the training program, to encourage several staff members to work on the same module at the same time. Coordinating training plans in this way allows trainers to conduct feedback sessions with groups of staff. Group sessions enable staff to learn from and provide support to their colleagues. Also, group sessions make supervising the program less time-consuming for the trainer. But keep in mind some staff may benefit from individualized feedback on modules in which their skills are less developed.

At the end of this meeting, give the staff member a copy of the first module listed on the IDP. Receiving all 13 modules at once can be overwhelming, so trainers give them out one at a time. Each staff member receives a set of materials that can become a personal resource and journal for working with school-age children. Staff can use a three-ring binder to store the modules and the resources they collect during the training.
Working Through a Module

Although the content and activities in the modules vary substantially, staff follow the same process for completing each one. It can take four to six weeks to complete all the learning activities in each module. The entire training program takes about 12 to 18 months. Each of the sections of a module are described below.

The Overview

The overview introduces and defines the topics addressed in the module. It explains why the topic is important and gives concrete examples of how school-age staff demonstrate their competence in that functional area. Staff read three short vignettes and answer questions to help them learn more about the topic. The last activity in the overview is an opportunity to consider the topic in relation to the staff member’s own experiences as an adult.

The Pre-Training Assessment

The pre-training assessment is a list of key staff skills in each functional area. Staff indicate whether they do these things regularly, sometimes, or not enough, and identify three to five skills they want to improve or topics they want to know more about.

After completing the overview and pre-training assessment, staff discuss their responses with their trainer, then begin the learning activities for the module.

Learning Activities

There are four to six learning activities in each module. The activities begin with objectives—statements of what staff will learn—and several pages of information about the topic. After completing the reading, staff apply the information in their work with children. This may involve answering questions, completing a checklist, trying out suggestions from the reading, planning an activity, or observing and documenting children’s behavior and interactions.

After completing each learning activity, staff discuss the skills and topics with their trainer. For some activities, staff also meet with colleagues to discuss what they did and what they learned.

Summarizing Your Progress

After completing all the learning activities, staff review their responses to the pre-training assessment and write a brief summary of what they have learned and the skills they have acquired. They then meet with their trainer to review progress and verify they have successfully completed the learning activities. Trainers then schedule the module assessments.

The Assessment Process

*The School-Age Staff Training Program* includes a knowledge and competency assessment for each module. (The assessments for each module are found in Chapter III.)

- The *knowledge assessment* is a paper-and-pencil exercise that tests the staff member’s knowledge of the concepts presented in the module. Staff take this test in the trainer’s presence and must achieve a score of at least 80 percent. If a staff member does not achieve this score, note which answers were wrong and suggest he or she review or repeat the appropriate learning activity and then retake the test.
The competency assessment is a one-hour observation of the staff member working with children. The trainer uses the results of this observation—and any others conducted during the past month—to complete a module-specific list of indicators of competence. The trainer’s role includes observing the staff member, determining whether the criteria for successful completion were met, and discussing the observation with the staff member. If the individual is successful, offer congratulations and a copy of the next module to be completed. If the staff member needs to spend more time on the module, the trainer might suggest repeating some of the learning activities or offer additional resources and opportunities to acquire the additional skills and knowledge.

Documentation of Progress

After staff have successfully completed the learning activities and both assessments, they can record their progress on the Individual Tracking Form (included in Appendix C) and ask for the trainer’s sign-off. Trainers can use the Program Tracking Form (also in Appendix C) to document and monitor progress of the whole group. Successful completion is also documented on the staff member’s IDP. Documentation on the IDP indicates the staff member is competent in the functional area.

Providing Feedback

Feedback to staff takes place many times during the training and is crucial to the success of The School-Age Staff Training Program. For each module, feedback is provided at the end of the overview and pre-training assessment, at the end of each learning activity, after summarizing progress on the module, and after the assessment process.

Feedback conferences are particularly important because of the self-instructional nature of the training program. They give trainers regular contact with staff. They provide an opportunity to: answer questions; offer support during learning activities; make suggestions and hear concerns about progress; reinforce new skills and help staff recognize how much they have learned; and help staff repeat activities they may have misunderstood the first time.

Feedback conferences may be as short as 10 minutes or may take longer, depending on how much feedback and support staff need. Modules with more learning activities will take more of a trainer’s time. Try to schedule a feedback conference for each learning activity before the staff member goes on to the next one. To make sure the staff member has understood the content, it is always best to discuss responses while they are still fresh in his or her mind. A full understanding of each activity is particularly important in modules where one learning activity builds on the results of the previous one.

Suggestions for Conducting Feedback Conferences

Encourage staff to take the initiative in scheduling a feedback conference after completing the overview section or a learning activity. When working with several staff on the same module, the decision on when to meet should be a joint one, because everyone will have to be at the same point in the module at the time of the meeting.

Trainers might post a schedule of times when they are free to meet with staff and encourage them to sign up when ready. Here are suggestions for conducting feedback sessions; trainers can adapt them to reflect their own training style and what they know about each staff member.
• Review the staff member’s responses in each learning activity ahead of time to prepare for the conference. This is especially important when a trainer must give feedback on inappropriate responses. Consider carefully how to approach the session so the comments are constructive and do not discourage a staff member from trying the activity again.

• Begin with an open-ended question, such as “how did you feel about this activity?” or “were you surprised by anything you read?” Take a few minutes to discuss each staff member’s responses to the questions.

• Ask questions to determine the level of difficulty, such as:
  “Were some parts of the activity easier than others?”
  “Were there any problem areas for you?”
  “Was anything unclear or confusing?”

• Acknowledge accurate, appropriate responses. For example: “I like the way you phrased that. You told him clearly what you expected, but you were careful to show him you understood his feelings.”

• Relate the staff member’s responses to information in the text. For example: “You clearly understood the suggested strategies for handling challenging behaviors.”

• Ask questions about inappropriate responses. Rather than simply correcting these responses, help the staff member think through why a response is inappropriate and what affect it might have on a child. For example:
  “What do you think are the reasons for Jan’s behavior?”
  “What do you want the children to get from this activity?”
  “What message would this statement give to the child?”

• Help the staff member arrive at a more appropriate response. You might say:
  “Let’s look back at the text. Perhaps there’s another way to phrase this so it still accomplishes your goals but doesn’t make the child feel bad.”

The underlying goal of providing feedback is to improve a staff member’s skills and knowledge. If a staff member has not understood the information presented in the module, use the feedback conference to review and explain the information and promote understanding. Specific strategies for extending learning are included with the charts in the next section.

What Staff and Trainers Do in Each Module

The following charts summarize what staff and trainers do in each section of the 13 modules. Individual staff and trainers have different learning and interaction styles. Thus, these charts do not present hard-and-fast rules to be followed inflexibly. Rather, they summarize what staff are asked to do in each learning activity and suggest constructive ways for trainers to provide support. Each chart is followed by suggested strategies for extending learning to be used with individuals or during group sessions.
# Completing Module 1: Safe

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
</table>
| Overview and Pre-Training Assessment | Read about safety and what staff can do to keep children safe.  
Read examples of situations in which staff ensured children’s safety; answer questions.  
Answer questions about personal safety experiences.  
Complete pre-training assessment and list three to five skills to improve or topics to learn more about.  
Discuss overview and pre-training assessment with trainer. | Review your ongoing written observations of staff member.  
Discuss:  
- responses to questions;  
- personal experiences feeling unsafe and how this relates to keeping children safe; and  
- pre-training assessment.  
Validate where possible with your written observations. |
| I. Creating and Maintaining a Safe Environment | Read about safety precautions and suggestions for setting up and maintaining a safe environment.  
Invite children to help use checklists to evaluate safety conditions in the indoor and outdoor environment.  
List unsafe items and what should be done to improve the safety of the environment.  
Discuss suggested improvements with children who helped complete checklist and trainer. | Review the checklists and potential dangers identified.  
Discuss ways to make the needed changes, with children’s help if appropriate. |
| II. Preventing Accidents Through Supervision and Planning | Read about ways to plan and supervise activities to ensure children’s safety.  
Observe briefly and note a child’s activities, identify potential hazards to child in the environment, and suggest what to do to prevent accidents.  
Discuss answers with a colleague. | Discuss the importance of understanding the different ages, activity levels, and temperaments of children and how they relate to safety.  
Review answers to observation activity and help identify additional safety precautions. |
## Module 1: Safe (continued)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Knowing and Following Emergency Procedures</td>
<td>Read about preparing for emergencies and how to respond to weather-related emergencies.</td>
<td>Review and discuss answers to emergency and accident questions. Help clarify procedures that aren’t clear.</td>
</tr>
<tr>
<td></td>
<td>Review program’s evacuation and emergency plan and answer questions about procedures for emergencies and accidents.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss the activity with trainer. If questions remain, discuss with supervisor.</td>
<td></td>
</tr>
<tr>
<td>IV. Ensuring School-Age Children’s Safety Away from the Program</td>
<td>Read about preparing for walking safely near traffic and planning safe field trips.</td>
<td>Encourage him or her to practice emergency procedures on a regular basis.</td>
</tr>
<tr>
<td></td>
<td>Record the program’s rules and procedures for ensuring children’s safety on field trips. Identify additional safety precautions to ensure children’s safety.</td>
<td>Provide additional resources and training on this topic, if needed.</td>
</tr>
<tr>
<td></td>
<td>Discuss the activity with colleagues and trainer.</td>
<td></td>
</tr>
<tr>
<td>V. Helping School-Age Children Keep Themselves Safe</td>
<td>Read about helping children to keep themselves safe by modeling, discussing potential dangers, and supervising activities.</td>
<td>Discuss experience developing safety rules with children. Help him or her implement additional safety precautions.</td>
</tr>
<tr>
<td></td>
<td>Involve children in developing safety rules for an activity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss the activity with trainer.</td>
<td></td>
</tr>
</tbody>
</table>
Module 1: Safe (continued)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarizing Your Progress</td>
<td>Review responses to pre-training assessment, summarize what was learned in this module, and list skills developed or improved.</td>
<td>Discuss summary of progress. Schedule assessments for this module. The competency assessment includes observation of a fire drill.</td>
</tr>
</tbody>
</table>

Strategies for Extending Learning

- Distribute information about safety training courses or workshops offered on the installation and by national organizations such as the Red Cross or local hospitals; encourage staff to attend.

- Encourage staff to write to groups such as the American Academy of Pediatrics and the Consumer Product Safety Commission (addresses in Appendix D) for free information on keeping children safe. Suggest ways to share the information with parents.

- Brainstorm with staff ways to individualize the safety checklist to reflect the layout, furnishings, materials, and equipment in the school-age program.

- Ask the local Red Cross, fire department, or installation safety office to provide training on how to respond during emergencies and natural disasters such as hurricanes, floods, and tornados.

- Put together a scrapbook highlighting actions school-age staff have taken to keep children safe in emergencies or crises.
## Completing Module 2: Healthy

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview and Pre-Training Assessment</td>
<td>Read about health and nutrition and what staff can do to keep children healthy.遙えでの食事と栄養について、スタッフが子供たちを健康的に保つことができる方法を読む。</td>
<td>Review your ongoing written observations of staff member.遙えでの食事と栄養について、スタッフが子供たちを健康的に保つことができる方法を読む。</td>
</tr>
<tr>
<td></td>
<td>Read examples of situations in which staff kept children healthy; answer questions.遙えでの食事と栄養について、スタッフが子供たちを健康的に保つことができる方法を読む。</td>
<td>Discuss:</td>
</tr>
<tr>
<td></td>
<td>Answer questions about personal health and nutrition.遙えでの食事と栄養について、スタッフが子供たちを健康的に保つことができる方法を読む。</td>
<td>responses to questions;</td>
</tr>
<tr>
<td></td>
<td>Complete pre-training assessment and list three to five skills to improve or topics to learn more about.遙えでの食事と栄養について、スタッフが子供たちを健康的に保つことができる方法を読む。</td>
<td>personal healthy habits and how they relate to keeping children healthy (if staff member wishes to share them); and pre-training assessment.</td>
</tr>
<tr>
<td></td>
<td>Discuss overview and pre-training assessment with trainer.遙えでの食事と栄養について、スタッフが子供たちを健康的に保つことができる方法を読む。</td>
<td>Validate where possible with your written observations.遙えでの食事と栄養について、スタッフが子供たちを健康的に保つことができる方法を読む。</td>
</tr>
<tr>
<td>I. Maintaining a Hygienic Environment</td>
<td>Read about maintaining a hygienic environment: disinfectant bleach solutions, handwashing procedures, symptoms of contagious diseases, and HIV/AIDS.遙えでの食事と栄養について、スタッフが子供たちを健康的に保つことができる方法を読む。</td>
<td>Review completed checklist and items needing improvement.遙えでの食事と栄養について、スタッフが子供たちを健康的に保つことができる方法を読む。</td>
</tr>
<tr>
<td></td>
<td>Invite children to help use a checklist to assess the program’s health and hygiene routines. List items that need improvement and strategies for making changes.遙えでの食事と栄養について、スタッフが子供たちを健康的に保つことができる方法を読む。</td>
<td>Discuss plan for making changes to make the environment more hygienic.遙えでの食事と栄養について、スタッフが子供たちを健康的に保つことができる方法を読む。</td>
</tr>
<tr>
<td></td>
<td>Make needed changes to make the environment more hygienic.遙えでの食事と栄養について、スタッフが子供たちを健康的に保つことができる方法を読む。</td>
<td>Suggest other items that might need improvement.遙えでの食事と栄養について、スタッフが子供たちを健康的に保つことができる方法を読む。</td>
</tr>
<tr>
<td></td>
<td>Discuss improvement strategies with children who helped complete the checklist and trainer.遙えでの食事と栄養について、スタッフが子供たちを健康的に保つことができる方法を読む。</td>
<td></td>
</tr>
</tbody>
</table>
### Module 2: Healthy (continued)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Helping School-Age Children Develop Healthy Habits</td>
<td>Read about nutrition education, serving and eating family-style, implementing self-service snack, and cooking with children. Plan and conduct a cooking activity, answer questions about what happened during the activity, and what staff member might do differently next time. Discuss the activity with trainer.</td>
<td>Offer to assist in collecting resources and ingredients for the cooking activity. If possible, observe staff implementing the activity. Discuss written responses to the questions and help staff plan ways to involve children in preparing for meals and snacks.</td>
</tr>
<tr>
<td>III. Helping School-Age Children Cope With Stress</td>
<td>Read about stress and how to help children handle stress in their lives. Observe a child over time to identify what kinds of situations are stressful for the child. Recommend ways to reduce the stress and help the child cope more effectively. Discuss the activity with colleagues and trainer.</td>
<td>Discuss the types of stress children and families face and how staff can help children develop healthy strategies for handling stress. Help staff member make sure the program reduces stress and offers healthy ways for children to cope with stress.</td>
</tr>
<tr>
<td>IV. Recognizing Child Abuse and Neglect</td>
<td>Read about definitions of different kinds of child abuse and neglect and signs of the five kinds of abuse and neglect defined by DoD. Also, read about recognizing child abuse and neglect through conversations and interviews with parents and the signs of possible abuse and neglect in a school-age setting. Answer questions about child abuse and neglect; review answer sheet at end of module. Discuss activity with trainer.</td>
<td>Ensure staff member knows how child maltreatment is defined by the military and by the state, and understands signs of possible child maltreatment. Review and discuss answers to child abuse questions. Clarify or extend his or her understanding of specific laws or indicators of abuse.</td>
</tr>
</tbody>
</table>
Module 2: Healthy (continued)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
</table>
| V. Reporting Suspected Cases of Child Abuse and Neglect | - Read about what staff must do to report suspected cases of child abuse and neglect.  
- Complete a chart summarizing the program’s policy on reporting child abuse and neglect.  
- Review a checklist of what to do when getting ready to file a report.  
- Read about overcoming barriers to reporting.  
- Answer questions about the responsibilities of school-age staff for reporting child abuse and neglect.  
- Complete case study of a possible sign of child maltreatment.  
- Compare answers to those provided and discuss activity with trainer. | - If needed, provide a copy of the program’s policy and procedures for reporting child abuse and neglect.  
- Ensure he or she understands responsibility to report suspected child abuse or neglect, and that proving one’s suspicions is not required.  
- Review answers to the questions and discuss how they compare to those provided at the end of the module.  
- Answer additional questions, and help alleviate remaining concerns regarding reporting suspected cases of child abuse and neglect. |
| Summarizing Your Progress                               | - Review responses to pre-training assessment, summarize what was learned in this module, and list skills developed or improved.                                                                                       | - Discuss summary of progress.                                                                                                                                                                                     |
Strategies for Extending Learning

- Ask staff to review and discuss their menus for snacks and meals. Recommend changes, if necessary, to ensure foods served to children meet USDA guidelines—they are high in nutrients and low in fats, salt, and sugar. For full day programs offered during the summer and school vacations, share USDA cycle menus to give guidance in planning meals.

- Suggest staff ask parents to share their favorite recipes from home. Provide materials for staff and children to turn these into picture recipe cards.

- Encourage staff to help interested children plant a vegetable garden. Once the “crops” come in, children can pick fresh vegetables for snack or meal times.

- Maintain a file of recipes and plans for simple cooking activities. Share these with staff and encourage them to maintain their own files.

- Ask staff to review their procedures for conducting routines such as handwashing, disinfecting tabletops and counters, and serving meals. Provide materials for making charts to summarize these procedures, to hang in appropriate areas of the program. The charts could be illustrated with photographs of children and staff performing these routines.
### Completing Module 3: Out-of-School Environments

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview and Pre-Training Assessment</td>
<td>Read about indoor and outdoor out-of-school environments and what staff can do to create and use them.</td>
<td>Review your ongoing written observations of staff member and the learning environment.</td>
</tr>
<tr>
<td></td>
<td>Read examples of situations in which staff created and used environments for school-age children; answer questions.</td>
<td>Discuss: responses to questions; personal experiences in different environments and how this relates to creating an appropriate school-age environments; and pre-training assessment.</td>
</tr>
<tr>
<td></td>
<td>Answer questions about the effects of being in different kinds of environments.</td>
<td>Validate where possible with your written observations.</td>
</tr>
<tr>
<td></td>
<td>Complete pre-training assessment and list three to five skills to improve or topics to learn more about.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss overview and pre-training assessment with trainer.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| I. Understanding How School-Age Children Use the Environment | Read about how children ages 5 to 7, 8 to 10, and 11 to 12 use the environment. | Discuss the developmental characteristics of each age group and how the environment can address their needs. |
|                                                            | Observe and list examples of these age groups using the environment; suggest changes to better meet the needs of different age groups. | Discuss suggested changes with staff member and colleagues and help implement needed changes. |
|                                                            | Discuss suggested changes with colleagues and trainer.                               |                                                                                  |</p>
<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Creating an Out-of-School Environment</td>
<td>Read about typical interest areas in an out-of-school environment; creating an effective outdoor space; and strategies for creating a rich and varied environment in shared space.</td>
<td>Discuss strengths and weaknesses of the two floor plans.</td>
</tr>
<tr>
<td></td>
<td>Look at two floor plans and identify the strengths and weaknesses of each. Compare answers to those on answer sheet.</td>
<td>Review new floor plan for program with staff member and colleagues. Help them rearrange environment if changes are appropriate.</td>
</tr>
<tr>
<td></td>
<td>Review the floor plan used by the program; decide what changes are needed; and design a new floor plan.</td>
<td>Encourage regular observations of children to see how they react to changes in the environment.</td>
</tr>
<tr>
<td></td>
<td>Discuss revised floor plan with colleagues and trainer.</td>
<td></td>
</tr>
<tr>
<td>III. Selecting and Organizing Materials</td>
<td>Review questions to consider when selecting materials for school-age children.</td>
<td>Discuss completed checklists and recommended additions.</td>
</tr>
<tr>
<td></td>
<td>Complete checklists of materials and equipment in indoor interest areas and in outdoor areas used by program. Recommend additions for each area.</td>
<td>Discuss why adding the suggested materials will better meet the needs of children in different age groups.</td>
</tr>
<tr>
<td></td>
<td>For one interest area and the outdoor space, recommend additional materials needed to meet the needs of children in different age groups.</td>
<td>Offer assistance in obtaining or making recommended materials.</td>
</tr>
<tr>
<td></td>
<td>Discuss recommended additions with colleagues and trainer.</td>
<td></td>
</tr>
</tbody>
</table>
## Module 3: Out-of-School Environments (continued)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV. Managing the Day</td>
<td>Read about the characteristics of a good daily schedule for school-age children.</td>
<td>Review program’s daily schedule; discuss how it is working and if changes are needed.</td>
</tr>
<tr>
<td></td>
<td>Review a sample daily schedule and note why it is appropriate. Record program’s schedule; use checklist to assess it; and suggest revisions as needed. Discuss ideas with colleagues and trainer.</td>
<td>Help revise schedule if necessary. Discuss recommended changes with staff member and colleagues.</td>
</tr>
<tr>
<td></td>
<td>Read about transitions and how to make these times run smoothly. Try strategies during three transition times, record the results, and discuss with trainer.</td>
<td>Observe program in action. Discuss ways to adapt the schedule in response to children’s needs and to take advantage of “teachable moments.” Discuss strategies used in activity and others appropriate for program.</td>
</tr>
<tr>
<td>Summarizing Your Progress</td>
<td>Review responses to pre-training assessment, summarize what was learned in this module, and list skills developed or improved.</td>
<td>Discuss summary of progress. Schedule assessments for this module.</td>
</tr>
</tbody>
</table>

## Strategies for Extending Learning

- Ask staff to draw a plan for the ideal indoor and outdoor school-age environments. Ask them to explain why their ideal plan meets the needs of the children better than the current environment. After coordinating with management staff, help them put some of their ideas in place in the environment used by the program.

- Assist staff in collecting “found” materials (e.g., dramatic play props, cardboard boxes, plastic containers, computer paper, fabric scraps). Model ways to involve children in deciding how to store and display the items so they are easy to get out and put away. Suggest taking pictures of the children using the items.

- Observe a staff member and children during a transition he or she has found to be problematic. Share your observation notes and help the staff member plan a different approach for handling the transition.

- Suggest staff members work together to assess each interest area. They can review the assessments and develop strategies for improving the interest areas or replacing them with ones more appropriate for the children enrolled.

- Have staff brainstorm ways to involve children in creating the out-of-school environment. Discuss the suggestions, then ask staff to select several to implement immediately.
## Completing Module 4: Physical

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
</table>
| Overview and Pre-Training Assessment                   | Read about gross and fine motor development and what staff can do to promote children’s physical development.  
Read examples of situations in which staff promoted physical development; answer questions.  
Answer questions about maintaining one’s good posture and flexibility.  
Complete pre-training assessment and list three to five skills to improve or topics to learn more about.  
Discuss overview and pre-training assessment with trainer. | Review your written observations of staff member.  
Discuss:  
responses to questions;  
plans to improve posture and movements so staff member is physically able to work with children; and  
pre-training assessment.  
Validate where possible with your written observations. |
| I. Using Your Knowledge of Developmental Stages to Encourage Physical Fitness | Read about the physical development of children ages 5 to 7, 8 to 10, and 11 to 12.  
For each age group, give an example of the physical development of a child and describe how to encourage the physical development of children.  
Discuss activity with trainer. | Review examples of children in three age groups. Discuss how techniques for encouraging physical development vary to respond to characteristics of each age group.  
Discuss how to apply knowledge of developmental stages while supporting children’s physical development. |
## Module 4: Physical (continued)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Observing and Planning for School-Age Children's Physical Development</td>
<td>Read about how children develop fine motor skills and use their senses to coordinate movements. Read examples of children using these skills and answer questions. Read about how children develop gross motor skills. Review 21 basic gross motor skills and give example of how each is used in program activities. Observe a child over two, 3-day periods. Identify gross and fine motor skills child has mastered and is learning. Suggest appropriate activities for child to use and practice skills. Discuss activity with trainer.</td>
<td>Review examples of children using fine motor skills. Discuss activities program could offer to teach children gross motor skills used in sports and games. Review observation notes and suggestions for appropriate activities. Encourage regular observations of all children in the program.</td>
</tr>
<tr>
<td>III. Providing a Variety of Physical Activities</td>
<td>Read about the importance of physical fitness and how to plan and implement a variety of activities to address the skills, needs, and interest of all children in the program. Focus on a child who is sometimes reluctant to participate in physical activities; invite child to be a “partner” in keeping fitness record for three days. Review both records with child and develop fitness plans to meet individual interests and needs. Try out plans for a week, then meet again to discuss results. Answer questions about what happened. Discuss activity with colleagues and trainer.</td>
<td>Help staff implement additional physical activities that appeal to a wide range of children. Suggest offering a Fitness Club for interested children. They could keep fitness records and develop and carry out fitness plans.</td>
</tr>
</tbody>
</table>
## Module 4: Physical (continued)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV. Using the Environment to Encourage Fine Motor Skills</td>
<td><strong>Read about how fine motor skills are used in everyday life and how the materials in each interest area can encourage use of these skills.</strong> Complete chart showing how the materials in the interest areas allow children to use and develop fine motor skills. Discuss activity with trainer.</td>
<td><strong>Discuss completed chart and suggest other materials and activities that allow children to use their fine motor skills.</strong></td>
</tr>
<tr>
<td>V. Helping School-Age Children Develop Positive Self-Concepts Through Physical Development</td>
<td><strong>Read about the relationship between physical development and positive self-concepts.</strong> <strong>Read about cooperative games and how they help children develop positive self-concepts.</strong> <strong>Introduce a cooperative game to a group of children, record what happens, and note how it encouraged self-esteem.</strong> Discuss activity with trainer.</td>
<td><strong>Discuss ways to encourage children so they can feel successful, regardless of the level of their physical skills.</strong> <strong>Observe children playing cooperative games and discuss how individual children get involved and what they appear to be learning.</strong></td>
</tr>
<tr>
<td>Summarizing Your Progress</td>
<td><strong>Review responses to pre-training assessment, summarize what was learned in this module, and list skills developed or improved.</strong></td>
<td><strong>Discuss summary of progress.</strong> <strong>Schedule assessments for this module.</strong></td>
</tr>
</tbody>
</table>
Strategies for Extending Learning

- Plan and conduct a workshop in which staff use their fine motor skills as children do. Include activities such as knitting, woodworking, doing puzzles, playing Pick-Up sticks, drawing, building with Legos, stringing beads, and playing an instrument. Discuss the small muscle skills children develop through these activities.

- Help staff plan physical fitness activities that will attract children who are usually unwilling to participate in active games and sports. Encourage staff to help children develop fitness habits that will stay with them throughout life.

- Ask each staff member to assume responsibility for learning a new game and teaching his or her colleagues how to play the game. Provide blank forms staff can use to record: a description of the game, materials and equipment needed, recommended ages, rules and guidelines, and ways to vary the game to involve a wide range of ages and abilities. Include the forms in a notebook so staff will have an easy reference guide.

- Observe any children whom staff are concerned about—children who seem to have unusual delays in fine or gross motor skill development. Discuss your observations with staff, and, if needed, with the children’s parents. Encourage parents to arrange for professional follow-up if necessary.
## Completing Module 5: Cognitive

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview and Pre-Training Assessment</td>
<td>Read about theories of multiple intelligences and what staff can do to guide children's cognitive development.</td>
<td>Review your ongoing written observations of staff member.</td>
</tr>
<tr>
<td></td>
<td>Read examples of situations in which staff guided children's cognitive development; answer questions.</td>
<td>Discuss:</td>
</tr>
<tr>
<td></td>
<td>List factors that have helped staff member be a successful learner.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete pre-training assessment and list three to five skills to improve or topics to learn more about.</td>
<td></td>
</tr>
<tr>
<td>I. Using Your Knowledge of Developmental Stages to Guide Cognitive Development</td>
<td>Read about the development of thinking and reasoning skills during the school-age years.</td>
<td>Discuss ways children use cognitive skills at the program.</td>
</tr>
<tr>
<td></td>
<td>Complete charts showing what children are like at different ages and how staff can guide cognitive development.</td>
<td>Review examples of staff guiding cognitive development.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Share your observations of times when staff member provided opportunities for children to use cognitive skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Encourage staff member to add to the chart while working on the module.</td>
</tr>
</tbody>
</table>
Module 5: Cognitive (continued)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Helping School-Age Children</td>
<td>Read about how children pass through four stages of a learning cycle as they gain new knowledge and skills. Review suggestions for supporting children at each stage. Complete observations of three children of different ages as they work on an activity or interact with others. Note at what stage children might be in their thinking and how to support their cognitive growth. Discuss observations with trainer and colleagues.</td>
<td>Discuss observation notes and answers to questions. Encourage staff member to conduct frequent, brief observations of children to better understand what they are thinking and how they are learning about the world. If possible observe and watch what children are doing and saying. Share examples with staff of how children are expanding their thinking.</td>
</tr>
<tr>
<td>Understand the World</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. Asking Questions To Promote</td>
<td>Read about the thinking skills children develop and use throughout their lives and how to ask open-ended questions to encourage and extend children’s thinking. Keep notes for a week on times children demonstrate thinking skills. Record these on a chart along with questions staff member asked to promote thinking and learning. Discuss activity with trainer.</td>
<td>Offer examples of time you have observed children using thinking skills. Review and discuss completed chart. If necessary, help rephrase questions to make them open-ended. Observe staff member and give praise and suggestions for ways to further expand thinking and learning skills.</td>
</tr>
</tbody>
</table>
### Module 5: Cognitive (continued)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV. Using the Physical Environment to Promote Cognitive Development</td>
<td>Read about creating an environment and providing materials that encourage children to observe and explore concepts, relationships, and ideas. For each interest area and outdoors, list at least three materials to promote cognitive growth. Discuss materials with trainer and colleagues. Offer additional suggestions to supervisor. Make changes as appropriate.</td>
<td>Discuss your own observations of how the environment supports children's thinking skills. Review the suggested materials with staff member and colleagues. Provide your own suggestions if they are not mentioned. Help make appropriate changes.</td>
</tr>
<tr>
<td>V. Helping School-Age Children Learn to Solve Problems</td>
<td>Read about the importance of problem-solving skills, what staff can do to help children develop and use them, and how to use the steps in the scientific method for problem solving. Select three children from different age groups. Help each child learn to solve a problem. Record what happened and plans for continuing to support children's problem solving.</td>
<td>Discuss when it is a good idea to intervene and when it is best to allow children to solve their own problems. Suggest ways to use the steps in the scientific method to solve problems that arise at the program. Review completed examples. Discuss how the staff member’s approach was tailored to the age and characteristics of each child.</td>
</tr>
<tr>
<td>Summarizing Your Progress</td>
<td>Review charts from Learning Activity I and add examples to charts. Review responses to pre-training assessment, summarize what was learned in this module, and list skills developed or improved.</td>
<td>Discuss summary of progress. Schedule assessments for this module.</td>
</tr>
</tbody>
</table>
Strategies for Extending Learning

- Offer a workshop for both staff and parents on Howard Gardner’s theories of multiple intelligences. Encourage staff and parents to offer examples of how individual children have demonstrated strong potential in specific areas. Ask staff to review their materials and activities to make sure the program provides opportunities for children to explore their interests and talents in each area of intelligence.

- During visits to the program, model ways of questioning children to extend their thinking. For example, “Can you tell me what happened on your field trip?” “How come the sand doesn’t fall out of the mini-vacuum?”

- Suggest staff establish a schedule for regularly assessing how well the materials in interest areas promote children’s cognitive skills. If they find things that are either too challenging or not challenging enough they can replace them with more appropriate materials.

- Involve staff in a hands-on, active learning experience to demonstrate how adults as well as children pass through the four stages in the learning cycle when they gain new knowledge and skills. The learning experience could be related to the job or a life skill such as learning to program a VCR or use a computer program.
## Completing Module 6: Communication

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview and Pre-Training Assessment</td>
<td>Read about communication and what staff can do to promote children’s skills.</td>
<td>Review your ongoing written observations of staff member.</td>
</tr>
<tr>
<td></td>
<td>Read examples of situations in which staff promoted children's communication skills; answer questions.</td>
<td>Discuss:</td>
</tr>
<tr>
<td></td>
<td>Complete a checklist on personal communication skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete pre-training assessment and list three to five skills to improve or topics to learn more about.</td>
<td></td>
</tr>
<tr>
<td>I. Using Your Knowledge of Developmental Stages to Promote Communication Skills</td>
<td>Read about the development of communication skills during the school-age years.</td>
<td>Discuss ways children use communication skills at the program.</td>
</tr>
<tr>
<td></td>
<td>Complete charts showing what children are like at different ages and how staff can promote communication skills.</td>
<td>Review examples of staff promoting communication skills.</td>
</tr>
<tr>
<td></td>
<td>Discuss charts with trainer. Continue adding to them while working on the module.</td>
<td>Share your observations of times when staff member provided opportunities for children to use their communication skills.</td>
</tr>
<tr>
<td>II. Helping School-Age Children Develop Communication Skills</td>
<td>Read about four areas of language development and how school-age programs can provide opportunities for children to use these skills.</td>
<td>Observe one or more of the children the staff member has selected so you will be aware of their language development.</td>
</tr>
<tr>
<td></td>
<td>Complete four observations—one for each area of language development—and observation summary forms.</td>
<td>Compare your observations with the staff member.</td>
</tr>
<tr>
<td></td>
<td>Discuss the observation results with trainer and colleagues.</td>
<td>Review and discuss observation summaries with staff member and colleagues.</td>
</tr>
</tbody>
</table>
Module 6: Communication (continued)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
</table>
| III. Using the Physical Environment to Promote Communication Skills | Read about how staff can set up the environment to help children develop communication skills.  
For each interest area and outdoors, list at least three suggested materials or design considerations to promote communication skills.  
Discuss suggestions with trainer and colleagues. Make changes as appropriate. | Discuss your own observations of how the environment supports children’s development and use of communication skills.  
Review the suggested materials and design considerations with staff member and colleagues. Help make appropriate changes. |
| IV. Encouraging a Love of Reading | Read about selecting books and magazines that reflect the skills and interests of school-age children.  
Review suggestions for group and individual reading experiences.  
Plan and implement a shared reading experience for one child in the program. Answer questions related to selecting and using a book with the child.  
Discuss the activity with the trainer and the child’s parents. | Suggest books and magazines that would be appropriate for the children, and ways to use them effectively.  
Discuss experiences selecting a book and reading with the child and conversation with the child’s parents.  
Suggest repeating this activity with other children to get to know them and to encourage them to read for pleasure. |
| V. Helping School-Age Children Communicate Their Thoughts and Feelings | Read about ways staff can encourage children to talk and write about their thoughts and feelings and help children be sensitive to the messages sent by body language.  
Focus on a child who seems to have difficulty communicating ideas and feelings. Describe the child’s skills and develop strategies for helping the child communicate more effectively.  
Discuss the activity with trainer and colleagues. | Discuss why being able to communicate thoughts and feelings is an important, lifelong communication skill.  
Observe child who is focus of activity. Share your observation notes.  
Discuss child’s communication skills and proposed strategies with staff member and colleagues. |
Module 6: Communication (continued)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarizing Your Progress</td>
<td>Review charts from Learning Activity I and add examples to charts. Review responses to pre-training assessment, summarize what was learned in this module, and list skills developed or improved.</td>
<td>Discuss summary of progress. Schedule assessments for this module.</td>
</tr>
</tbody>
</table>

**Strategies for Extending Learning**

- Ask staff if you can make an audio or videotape of their conversations with children. Listen to or watch the tape together, and discuss ways to promote children’s communication skills.

- Offer a workshop on signs that indicate a child might be experiencing a speech or language delay. Establish procedures for coordinating with the child’s family and school. For example, the school-age program might provide enrichment activities or otherwise support the child’s needs.

- Suggest staff keep track for one day of all the times they use and model speaking, listening, reading, and writing skills. For example, beginning in the morning when they greet children. Have them review their daily logs and think of ways to include more children in these activities. For example, asking older children to read to younger ones or asking children to make labels for different sections of the bulletin board.

- During visits to the school-age program, model your own love of reading by holding shared reading experiences with children.
## Completing Module 7: Creative

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview and Pre-Training Assessment</td>
<td>Read about creativity and what staff can do to promote children’s creativity.</td>
<td>Review your ongoing written observations of staff member.</td>
</tr>
<tr>
<td></td>
<td>Read examples of situations in which staff promoted children’s creativity; answer questions.</td>
<td>Discuss:</td>
</tr>
<tr>
<td></td>
<td>Complete several exercises to stimulate creative thinking.</td>
<td>responses to questions;</td>
</tr>
<tr>
<td></td>
<td>Complete pre-training assessment and list three to five skills to improve or topics to learn more about.</td>
<td>responses to creative thinking exercises and how this relates to encouraging children’s creativity; and</td>
</tr>
<tr>
<td>I. Using Your Knowledge of Developmental Stages to</td>
<td>Read about how school-age children use their creativity to explore concepts and to express their ideas and feelings.</td>
<td>pre-training assessment.</td>
</tr>
<tr>
<td>Encourage Creativity</td>
<td>Keep a log for three days of ways staff member encourages children’s creativity.</td>
<td>Validate where possible with your written observations.</td>
</tr>
<tr>
<td></td>
<td>Discuss activity with trainer.</td>
<td></td>
</tr>
</tbody>
</table>

Review examples of what staff member did and how it encouraged creativity.  
Share your observations of times when staff member encouraged creativity.  
Encourage staff to reflect on his or her actions and plan ways to continue encouraging children’s creativity.
### Module 7: Creative (continued)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
</table>
| II. Motivating School-Age Children to Be Creative      | Read about the elements of creativity and characteristics of programs that motivate children and support creativity.  
Review the characteristics of a school-age program that supports creativity, assess whether the program includes similar characteristics, and provide an explanation for each rating.  
Meet with colleagues to share and discuss assessment results and possible changes to the program.  
Discuss activity with trainer.  | Discuss the reading and answer any questions.  
If asked, offer assistance to staff in completing the assessment.  
If possible, meet with staff member and colleagues to discuss the assessment results and to plan needed changes.  
Continue providing suggestions on how to create a program atmosphere that values and supports creative expression. |
| III. Supporting School-Age Children’s Long-Term Projects| Read an example demonstrating how children pass through the four steps in the creative process as they participate in a long-term project.  
Keep a journal noting the different ways he or she supports children as they carry out a long-term project.  
The journal can be completed as the staff member proceeds with other learning activities.  
Review journal entries and discuss with trainer.  | Discuss how staff provide different levels and types of support for long-term projects depending on children’s requests and whether they need coaxing to get to the next step.  
If possible, observe children working on their project.  
Read and discuss journal entries.  
Stress the importance of giving children sufficient space and time to carry out their plans.  
Encourage staff to continue supporting long-term projects.  |
### Module 7: Creative (continued)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV. Planning and Conducting Activities that Encourage Creativity</td>
<td>Read about planning, setting up, and conducting activities that provide opportunities for children to use creativity. Review suggestions for activities. Plan and conduct an activity. Answer questions about planning, setting up, and conducting the activity and what happened after the activity. Discuss activity with trainer.</td>
<td>Help staff understand the importance of remaining flexible and allowing children to make and carry out their own plans during an activity. If possible, observe the activity and provide feedback. Discuss what it means to facilitate children's involvement as opposed to telling them what to do. Read and discuss answers to questions about the activity.</td>
</tr>
<tr>
<td>V. Filling the Environment With Open-Ended Materials That Promote Creativity</td>
<td>Read about open-ended materials, examples of children using them in creative work, and why coloring books, dittoes, and craft kits do not encourage creativity. For each interest area and outdoors, list three open-ended materials found there and how they encourage creativity. Discuss activity with colleagues and trainer.</td>
<td>Help staff collect &quot;beautiful junk&quot; that can be used by children in many different ways. Review list of open-ended materials and offer additional suggestions of materials the program could provide. Meet with staff member and colleagues to discuss what the program can do to make sure there are stimulating materials in all interest areas and outdoors.</td>
</tr>
<tr>
<td>Summarizing Your Progress</td>
<td>Review responses to pre-training assessment, summarize what was learned in this module, and list skills developed or improved.</td>
<td>Discuss summary of progress. Schedule assessments for this module.</td>
</tr>
</tbody>
</table>
Strategies for Extending Learning

- Offer a hands-on, open-ended workshop on the creative process. Provide a wide variety of materials and resources and encourage staff to get fully involved in the creative process. Help them resist focusing on what might be products of their creative work. At the end of the workshop ask participants to discuss how they moved and back and forth between and among the stages. Again, focus on the process—rather than the results—of using their creativity.

- Encourage staff to identify what they really love to do—the areas where their domain skills, creative thinking and working skills, and intrinsic motivation overlap. Help them plan ways to explore their own creativity in these areas.

- Suggest staff help children take photographs to create a visual record of the different stages of a long-term project. Photos can be displayed in an album or on a bulletin board. Staff can ask open-ended questions to help children recall what they did at different stages, think about the effects of their actions, and consider what might have happened if they did things differently. Ideally, the photos will provide a visual record of risk-taking, and what is learned from trying different options.

- Help staff develop a checklist to assess how well the activities they plan and implement support creativity. Individuals can use the checklist to evaluate an activity—involving children as appropriate.
## Completing Module 8: Self

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview and Pre-Training Assessment</td>
<td>Read about self-esteem and what staff can do to build children’s self-esteem.</td>
<td>Review your ongoing written observations of staff member.</td>
</tr>
<tr>
<td></td>
<td>Read examples of situations in which staff built children’s self-esteem; answer questions.</td>
<td>Discuss:</td>
</tr>
<tr>
<td></td>
<td>Answer questions about a person who helped build his or her self-esteem.</td>
<td>responses to questions;</td>
</tr>
<tr>
<td></td>
<td>Complete pre-training assessment and list three to five skills to improve or topics to learn more about.</td>
<td>experiences with a person who promoted his or her self-esteem and how this relates to helping children feel good about themselves; and</td>
</tr>
<tr>
<td></td>
<td>Discuss overview and pre-training assessment with trainer.</td>
<td>pre-training assessment.</td>
</tr>
<tr>
<td>1. Using Your Knowledge of Developmental Stages to Build Self-Esteem</td>
<td>Read about Erikson’s stages of socio-emotional development and how school-age staff can help children develop self-esteem</td>
<td>Validate where possible with your written observations.</td>
</tr>
<tr>
<td></td>
<td>Give examples of typical behavior of children at different ages and how staff can respond to build their self-esteem.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss activity with trainer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss the stages of socio-emotional development and how they are related to self-esteem.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review examples of typical behaviors and staff responses.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide additional examples from your own observations and experiences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Encourage continued reflection on ways to help every child develop self-esteem.</td>
</tr>
</tbody>
</table>
### Module 8: Self (continued)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Observing Individual School-Age Children</td>
<td>Read about using observation to get to know children as individuals. Select a child to observe for 5 to 10 minutes. Conduct observation then use notes to answer questions about the child’s behavior. Plan to observe and get to know the other children in program. Discuss activity with colleagues and trainer.</td>
<td>Discuss answers to questions about the child. Share your own observations if appropriate. Encourage staff to use observation to get to know all the children and to use information gained through observations to build children’s self-esteem.</td>
</tr>
<tr>
<td>III. Responding to Each School-Age Child as an Individual</td>
<td>Read about how to get to know and understand each child as a unique individual. Select a child whose behavior he or she does not understand or finds it hard to work with. Answer questions about the child’s behavior and about him or herself. Plan three strategies for getting to know the child and try them for a week. Summarize what was learned and how it can be used to build the child’s self-esteem. Discuss activity with colleagues and trainer.</td>
<td>Discuss responses to questions and staff member’s difficulties understanding and relating to the child. Discuss strategies used and if they were or were not successful. Help staff member implement other strategies if necessary. Help staff member understand the importance of accepting and valuing every child, regardless of personal feelings.</td>
</tr>
<tr>
<td>Learning Activity</td>
<td>What Staff Member Does</td>
<td>What Trainer Does</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>IV. Talking to School-Age Children in Ways that Build Self-Esteem</td>
<td>Read about the importance of using positive and supportive words that communicate respect when talking with children. Write what a staff member might say to respond to children in different typical situations. Discuss activity with trainer.</td>
<td>Acknowledge use of positive and supportive words; some staff members may need a lot of encouragement and feedback as they begin to change their style of communication. Offer feedback and model speaking to children in respectful ways. Suggest tape recording or videotaping interactions with children to get objective feedback. Discuss written responses to children in typical situations. If necessary, help him or her rewrite them in positive terms. Encourage staff member to make and display several signs listing positive words to use as reminders for children and staff.</td>
</tr>
<tr>
<td>V. Encouraging School-Age Children's Sense of Competence</td>
<td>Read about how children develop a sense of competence; how to offer children the right level of support; creating an environment that builds self-esteem; and planning for a wide range of abilities and interests. Complete an inventory of the items in one interest area or the outdoor area; observe children using the area for 10 to 15 minutes; and review notes and plan ways to make the area more responsive to a wide range of abilities and interests. Discuss activity with colleagues and trainer.</td>
<td>Discuss ways to help children feel competent and successful. Review and give feedback on assessment of indoor interest area or outdoor area used by program. Suggest using this process to assess all the areas used by children. Encourage continued use of observations and suggest ways to offer appropriate levels of support to children.</td>
</tr>
<tr>
<td>Summarizing Your Progress</td>
<td>Review responses to pre-training assessment; summarize what was learned in this module; and list skills developed or improved.</td>
<td>Discuss summary of progress. Schedule assessments for this module.</td>
</tr>
</tbody>
</table>
Strategies for Extending Learning

- Ask staff for their suggestions of new materials that would offer greater challenges, allow children to use skills not being used, or provide greater variety.

- Ask the appropriate installation proponent to help plan and offer a workshop for parents and staff on the relationship between high self-esteem and children’s ability to resist inappropriate behaviors such as early sexual activity and drug and alcohol use.

- Suggest the staff have children make “Me” books depicting what they do at the school-age program. Books can be illustrated by children, include photographs, or feature a combination of the two. Older children might prefer to work as a group to show what they do at the program. These books could be shared in later years with parents and older children who are reluctant to come to the program because they don’t think there will be enough activities for their age group.

- Have staff list the planning, preparation, clean-up, administrative, and other tasks involved in operating the program. Ask them to think of ways they could involve the children in completing these tasks—to help children feel competent and to free up staff time for more meaningful roles with children.
## Completing Module 9: Social

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview and Pre-Training Assessment</td>
<td>Read about social development and what staff can do to promote children’s social skills.</td>
<td>Review your ongoing written observations of staff.</td>
</tr>
<tr>
<td></td>
<td>Read examples of situations in which staff promoted social development; answer questions.</td>
<td>Discuss:</td>
</tr>
<tr>
<td></td>
<td>Give examples of how staff member uses and models social skills.</td>
<td>responses to questions;</td>
</tr>
<tr>
<td></td>
<td>Complete pre-training assessment and list three to five skills to improve or topics to learn more about.</td>
<td>experiences using and modeling social skills and how children can learn from staff; and pre-training assessment.</td>
</tr>
<tr>
<td>I. Using Your Knowledge of Developmental Stages to Promote Social Development</td>
<td>Read about the social development of school-age children.</td>
<td>Validate where possible with your written observations.</td>
</tr>
<tr>
<td></td>
<td>Complete charts showing what children are like at different ages and how staff can respond to promote social development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss charts with trainer. Continue adding to them while working on the module.</td>
<td></td>
</tr>
<tr>
<td>II. Promoting School-Age Children’s Play</td>
<td>Read about how school-age children play and what staff can do to encourage children’s social development through play.</td>
<td>Discuss ways children use social skills at the program.</td>
</tr>
<tr>
<td></td>
<td>With children’s help, create a prop box and describe what happened when it was used.</td>
<td>Share your observations of instances when staff promoted children’s social development.</td>
</tr>
<tr>
<td></td>
<td>Share experiences with trainer and develop a plan for creating two more prop boxes.</td>
<td>Encourage staff member to add to the charts while working on the module.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss the kinds of dramatic play staff member has seen children of different ages engaged in.</td>
</tr>
<tr>
<td></td>
<td>Discuss ways to build on children’s interests for an extended period of time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Encourage staff to create prop boxes that relate to the unique interests of children and to the community in which they live.</td>
<td></td>
</tr>
<tr>
<td>Learning Activity</td>
<td>What Staff Member Does</td>
<td>What Trainer Does</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>III. Promoting School-Age Children’s Emotional Development</td>
<td>Read about emotional milestones school-age children master, as defined by Stanley Greenspan. Review techniques staff can use to support emotional development; give examples of staff using them. Observe and keep a journal for five days noting use of techniques for promoting emotional development and how the children responded. Discuss journal entries with trainer and colleagues.</td>
<td>Discuss journal with staff and review instances when techniques used were and were not successful. Share examples of times you have seen staff encourage children. Discuss journal entries with staff member and colleagues. Focus on how techniques vary depending on children’s ages and unique characteristics.</td>
</tr>
<tr>
<td>IV. Helping School-Age Children Relate Positively to Others</td>
<td>Read about helping all children (especially shy, aggressive, or rejected children) make friends. Observe a child who needs help learning to make friends. Develop and implement a plan for helping the child relate to others. Describe the results after one week. Discuss with trainer how interventions helped the child.</td>
<td>Discuss children who may be having trouble making friends. Review observation notes, plan, and results; offer feedback and suggestions. Discuss the importance of helping children learn to make friends. Encourage continued interventions with children who need assistance.</td>
</tr>
<tr>
<td>V. Encourage a Sense of Community</td>
<td>Read about promoting a sense of community in the program and encouraging children to be involved in the larger community. Plan and implement a strategy to involve children in the community at large; describe what happened. Discuss activity with trainer and colleagues.</td>
<td>Discuss activity plan and help with the implementation if necessary. Meet with staff member and colleagues to discuss activity and to encourage implementation of other strategies for community involvement with the children throughout the year.</td>
</tr>
<tr>
<td>Summarizing Your Progress</td>
<td>Review charts from Learning Activity I and add examples to charts. Review responses to pre-training assessment, summarize what was learned in this module, and list skills developed or improved.</td>
<td>Discuss summary of progress. Schedule assessments for this module.</td>
</tr>
</tbody>
</table>
Strategies for Extending Learning


- Assist staff who want to work with parents to locate professional help for a child who seems to be experiencing severe problems getting along with others.

- Have staff do a sociogram on the children in the program—focusing on one or all age groups. What roles emerge? Do any of the observations indicate a child’s behavior needs attention? For example, does one child often have difficulty getting included in activities?

- Encourage staff to continue using Greenspan’s techniques to help children master socio-emotional milestones. If appropriate; model the techniques when you visit the program and lead role plays so staff can experience using them in a safe setting. Conduct observations of staff using the techniques, then offer an objective report of what you saw and heard and how it helped the child.
Completing Module 10: Guidance

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview and Pre-Training Assessment</td>
<td>Read about helping children develop self-discipline and what staff can do to guide children’s behavior.</td>
<td>Review your ongoing written observations of staff member.</td>
</tr>
<tr>
<td></td>
<td>Read examples of situations in which staff guided children’s behavior; answer questions.</td>
<td>Discuss: responses to questions; personal experience losing control and how this relates to helping children gain self-discipline; and pre-training assessment.</td>
</tr>
<tr>
<td></td>
<td>Answer questions about personal self-discipline experiences.</td>
<td>Validate where possible with your written observations.</td>
</tr>
<tr>
<td></td>
<td>Complete pre-training assessment and list three to five skills to improve or topics to learn more about.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss overview and pre-training assessment with trainer.</td>
<td></td>
</tr>
<tr>
<td>1. Using Your Knowledge of Developmental Stages to Guide Behavior</td>
<td>Read about the stages of moral development and the reasons for children’s behavior at each stage.</td>
<td>Discuss the stages of moral development and how this information can be used in interactions with children.</td>
</tr>
<tr>
<td></td>
<td>Complete charts showing what children are like at different ages and how staff can promote self-discipline.</td>
<td>Review examples of staff member promoting self-discipline.</td>
</tr>
<tr>
<td></td>
<td>Discuss charts with trainer. Continue adding to them while working on the module.</td>
<td>Share your observations of times when staff member used positive guidance to help children learn self-discipline.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Encourage staff member to add to the charts while working on the module.</td>
</tr>
</tbody>
</table>
Module 10: Guidance (continued)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Creating an Environment that Supports Self-Discipline</td>
<td>Read about the physical and social elements of the environment that support children's activities and prevent behavior problems. Complete a chart about five common behavior problems, possible problems in the environment, and ways to change the environment to alleviate the problem behaviors. Compare answers to those on answer sheet at end of module. Discuss the activity with trainer.</td>
<td>Compare the examples of how the physical and social environment can support children's positive behavior to the program's environment. Suggest changes if necessary. Review completed chart and analysis of the environment and compare to answer sheet. Discuss how the proposed changes could improve children's behavior.</td>
</tr>
<tr>
<td>III. Guiding School-Age Children's Behavior</td>
<td>Read about the differences between discipline and punishment and how self-discipline is used in many areas of life; how children express their feelings through behavior; and suggested positive guidance approaches. Observe the behavior of a child for five days, recording what the child does and staff member's response. Plan ways to use this information to promote the child's self-discipline. Discuss the activity with trainer.</td>
<td>Discuss the differences between discipline and punishment. Make sure staff member understands why it is important to help children develop self-discipline—a skill used throughout life. Review observations and highlight instances when staff member used positive guidance techniques. Encourage continued observation of children to determine their needs and to select guidance techniques appropriate for each child and situation.</td>
</tr>
<tr>
<td>Learning Activity</td>
<td>What Staff Member Does</td>
<td>What Trainer Does</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>IV. Teaching School-Age Children to Use Conflict Resolution Techniques</td>
<td>Read about the causes of conflicts; how a well-designed school-age program can reduce them; and suggested conflict resolution techniques. Answer questions about a conflict observed in the program, the conflict resolution techniques used or taught to children, and the results. Discuss the activity with colleagues and trainer.</td>
<td>Discuss the description of a school-age program in which conflicts are reduced. Does it sound like your program? What changes might be needed to reduce the potential for conflicts? Review answers to questions. Meet with staff member and colleagues to discuss the effect of the technique, whether children could now use it on their own, and which techniques are most appropriate for the children in the program. Encourage continued use of conflict resolution techniques, including new ones developed by staff and children.</td>
</tr>
<tr>
<td>V. Involving School-Age Children in Setting Rules and Limits</td>
<td>Read about the effects of stating rules in positive rather than negative terms; involving children in creating rules; and the importance of reviewing and revising rules as children mature and gain new skills. List the program’s rules; select one rule and answer questions about why it exists and how it is applied. Discuss the activity with trainer.</td>
<td>Discuss personal reactions to rules—at work, at home, in society at large. Discuss the lessons children learn from being involved in making rules—this is the basis of a participatory democracy. Help establish a schedule for regular review of rules to respond to children's changing needs.</td>
</tr>
<tr>
<td>Learning Activity</td>
<td>What Staff Member Does</td>
<td>What Trainer Does</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| VI. Responding to Challenging    | - Read about children’s challenging behaviors and some probable reasons for them.  
- Think of a child who has a challenging behavior. Describe the child’s behavior and how program staff usually respond.  
- Ask the child’s parents to participate in the activity. Work with them to develop a joint plan for responding to the behavior.  
- Implement the plan and evaluate the results.  
- Discuss the activity with trainer. | - Discuss the meaning of “challenging behavior” and why this term is used instead of “problem behavior.”  
- If possible, observe the child with the challenging behavior and share your notes and perceptions.  
- If asked, help staff member prepare for discussion with the child’s parents.  
- Help implement the strategy for dealing with the challenging behavior. Check back regularly to discuss whether it is effective.  
- Reinforce continued use of positive guidance to respond to challenging behaviors.                                                                                                                                                                                                |
| Behaviors                        |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                |
| Summarizing Your Progress        | - Review charts from Learning Activity 1 and add examples to chart. Review responses to pre-training assessment, summarize what was learned in this module, and list skills developed or improved.                                                                                                                                                    | - Discuss summary of progress.  
- Schedule assessments for this module.                                                                                                                                                                                                                                                                  |
Strategies for Extending Learning

- Use the information in this module and others to make a large chart showing the developmental stages school-age children pass through. Post the chart where all staff can see it, for example in the room used for breaks. Next to the chart post a sheet of paper with the question, “How can you use this information to encourage self-discipline?” Ask staff to write their suggestions and comment on each other’s. Discuss the suggestions at a staff meeting and implement those that seem most useful.

- Sponsor a workshop for parents and staff to discuss typical behaviors of children and appropriate positive guidance techniques that can be used at home. Help staff plan an agenda and decide the key ideas to be shared with parents.

- Ask staff if you can tape-record their conversations and interactions with children. Listen to the tape together to identify words used to guide children’s behavior. Staff can use the tape recorder for an additional week to hear how they have increased their use of positive words.

- Have staff role play how to respond to challenging behaviors such as hitting, lying, talking back, or cursing. (The role plays should address the staff’s immediate response to the child, as opposed to the long term strategies they would use to work with the parents to find the cause of the behavior and to develop strategies for addressing it.)
## Completing Module 11: Families

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview and Pre-Training Assessment</td>
<td>Read about how staff and parents work as a team and what staff do in their work with families.</td>
<td>Review your ongoing written observations of staff member</td>
</tr>
<tr>
<td></td>
<td>Read examples of situations in which staff worked with families; answer questions.</td>
<td>Discuss:</td>
</tr>
<tr>
<td></td>
<td>Answer questions about the differences between the family staff member grew up in and today's typical family.</td>
<td>responses to questions;</td>
</tr>
<tr>
<td></td>
<td>Complete pre-training assessment and list three to five skills to improve or topics to learn more about.</td>
<td>experiences in own family and how this affects partnerships with parents; and</td>
</tr>
<tr>
<td></td>
<td>Discuss overview and pre-training assessment with trainer.</td>
<td>pre-training assessment.</td>
</tr>
<tr>
<td>I. Developing a Partnership with Parents</td>
<td>Read about establishing and maintaining strong partnerships with parents.</td>
<td>Validate where possible with your written observations.</td>
</tr>
<tr>
<td></td>
<td>Tape or take notes on interactions with parents of one child in program for two weeks. Record information shared and how the partnership helped the child.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss activity with child's parents and with trainer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Observe interactions with parents; give an objective account of what was said and the nonverbal communication that took place.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review and discuss notes on interactions with family. Give feedback and make suggestions for improving relationships, if necessary.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Suggest completing an abbreviated version of the activity with the parents of other children in the program.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss activity with staff member and child's parents.</td>
<td></td>
</tr>
</tbody>
</table>
Module 11: Families (continued)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Keeping Parents Informed about the Program</td>
<td>Read about the importance of using a variety of communication techniques to keep parents informed about the program. Answer questions about a technique the program uses to keep parents informed. Suggest, try out, and report on ideas for improving this technique. Discuss the activity with trainer.</td>
<td>Discuss techniques program uses to keep parents informed. Read newsletters, notices, and so forth, and discuss tone, language level, and cultural sensitivity. Review responses to questions concerning communication technique. Discuss new ways to communicate with parents.</td>
</tr>
<tr>
<td>III. Providing Ways for Parents to Be Involved</td>
<td>Read suggestions for creating a variety of parent involvement options. Plan and implement a parent involvement strategy. Review the results of the strategy and develop plans to follow up. Discuss the activity with colleagues and trainer.</td>
<td>Encourage staff member to ask parents how they would like to be involved in the program. Review staff member's strategy; provide reinforcement and suggestions. Offer to help get supplies if needed. Discuss different types of parent involvement, and help set realistic expectations.</td>
</tr>
</tbody>
</table>
### Module 11: Families (continued)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
</table>
| IV. Planning and Participating in Parent-Staff Conferences | - Read about the goals of parent-staff conferences and how to plan and participate in them.  
- Complete a conference planning form and developmental summary. Conduct the conference; with parents set goals for the next six months.  
- Complete a conference evaluation form summarizing what happened and the information shared.  
- Discuss learning activity with trainer. | - Discuss the importance of holding regular conferences to discuss a child in depth.  
- Help staff member prepare for the conference by role-playing what will take place.  
- If possible, attend the conference and give feedback on the information presented, tone, body language, and overall success of the interaction. Discuss staff member's feelings about the conference.  
- Remind staff member he or she will relate differently to each parent, and help him or her practice several communication techniques. |
| V. Reaching Out to Families              | - Read about recognizing when parents are under stress; helping parents locate resources; and giving parents information and guidance on developmental stages of school-age children.  
- Record examples of times when he or she reached out to parents in response to requests or because it seemed they needed support.  
- Describe the problem, what parents asked for or was needed, his or her response, and the outcome.  
- Discuss learning activity with trainer. | - Review examples, offer feedback, and answer questions about supporting families under stress.  
- Reinforce policies on referrals and confidentiality.  
- Discuss signs of stress in children and encourage making regular observations.  
- Discuss when it is appropriate to talk about a situation with the supervisor and/or refer a family for professional assistance. |
| Summarizing Your Progress                | - Review responses to pre-training assessment, summarize what was learned in this module, and list skills developed or improved. | - Discuss summary of progress.  
- Schedule assessments for this module. |
Strategies for Extending Learning

- Lead a discussion on similarities and differences between the families staff grew up in and today’s families (from the module overview). Research and provide statistics reflecting today’s families—for example, how many parents are single parents, how many families include two working spouses, how many families include children from previous marriages, how many families live far away from their own parents and siblings.

- Hold a workshop in conjunction with other CDS systems on the cultures represented in the installation’s families and how to provide a program that values and is responsive to diversity.

- Provide information on signs and symptoms of typical problems faced by families (drug use, spouse abuse, depression) so staff are aware of them. Ask representatives from appropriate installation agencies to make a presentation on how to respond when it seems a parent has a problem needing immediate attention. Develop a list of community and installation organizations that provide services to families (e.g., hotlines and support groups).

- Conduct an informal survey of all school-age parents to find out what kinds of information they would like to receive from the program and in what form (newsletters, informal chats, bulletin board). The survey can also ask parents what information about their children they would like to share with staff.
## Completing Module 12: Program Management

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
</table>
| Overview and Pre-Training Assessment   | - Read about the management tasks completed by school-age staff.  
- Read examples of situations in which staff effectively managed the program; answer questions.  
- Complete a chart on frustrating situations in daily life and plans to improve them.  
- Complete pre-training assessment and list three to five skills to improve or topics to learn more about.  
- Discuss overview and pre-training assessment with trainer. | - Review your ongoing written observations of staff member.  
- Discuss: responses to questions; completed chart and plans for improvement; and pre-training assessment.  
- Validate where possible with your written observations. |
Module 12: Program Management (continued)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
</table>
| II. Individualizing the Program       | Read about the importance of providing a program that respects each child as an individual.  
Observe three children (preferably one from each of three age groups) at least once a day for a week.  
Review observation notes to see what was learned about the children. Use the notes to complete an Individualization Summary Form for each child.  
Discuss activity with trainer.                                                                                                                                                                                                                                                     | Offer to supervise children while staff member practices observing and recording.  
Help staff member analyze recordings and draw conclusions about children’s strengths, interests, and needs.  
Discuss the completed forms and plans for meeting children’s individual needs.  
Encourage staff member to establish a system for regular observations of all the children.                                                                                                                                                           |
| III. Involving Parents and Children in Program Planning | Read about using parent surveys to collect information about children’s interests, skills and needs and gathering information from children in a variety of ways.  
Conduct a survey of children in the program to determine their current needs and interests. Use survey results to help children plan and start a club. After club has met for two weeks, answer questions about what happened.  
Discuss activity with colleagues and trainer.                                                                                                                                                                                                                                   | Discuss using surveys throughout the year to get a lot of information on the children and families in the program.  
Help staff member implement club plans.  
Meet with staff member and colleagues to discuss how the club’s activities.                                                                                                                                          |
## Module 12: Program Management (continued)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV. Working as a Team for Long-Range and Weekly Planning</td>
<td>Read about the importance of long-range and weekly planning; what guides the planning process; how planning is done; and evaluation. Review a sample planning form; with a colleague develop a weekly plan. Use the plan for one week, then answer evaluation questions. Discuss the activity with colleagues and trainer.</td>
<td>Review and provide feedback on the revised weekly plan. Read and discuss responses to the evaluation questions. Meet with staff member and colleagues to discuss how the plan met children’s individual needs.</td>
</tr>
<tr>
<td>V. Using Creative Thinking</td>
<td>Read about creative thinking and how it can be used as a tool for program management. Choose a problem situation and use a creative thinking strategy to help solve the problem. Discuss activity with colleagues and children, if appropriate.</td>
<td>Review description of problem situation, creative thinking skills used, and creative solutions. Discuss how to use creative thinking skills on a regular basis and suggest teaching them to children.</td>
</tr>
<tr>
<td>VI. Following Administrative Policies and Procedures</td>
<td>Read about administrative policies, practices, and procedures in school-age programs and the types of records they maintain. Review program’s administrative policies and procedures for completing various reports. Complete a schedule indicating dates and responsibilities for completing reports.</td>
<td>Discuss schedule for completing records and forms. Help staff member schedule time to complete reports.</td>
</tr>
<tr>
<td>Summarizing Your Progress</td>
<td>Review recordings from Learning Activity II and answer questions. Review responses to pre-training assessment, summarize what was learned in this module, and list skills developed or improved.</td>
<td>Discuss summary of progress. Schedule assessments for this module. The competency assessment includes observation of a staff meeting.</td>
</tr>
</tbody>
</table>
Strategies for Extending Learning

- Work with staff to review the program’s procedures to look for ways to streamline requirements or complete them more efficiently. Help them plan and conduct a workshop on time-management skills and record keeping techniques.

- Introduce staff to a variety of observation and recording formats, such as time sampling, event sampling, rating scales, and skills checklists. Encourage them to pick an instrument or format that serves a particular need—observing to see if the environment is working, noting children’s progress in a specific area, keeping records to discuss with parents.

- Provide a videocamera for staff to set up on a tripod in the room or outdoors. Encourage them to let the camera run, and film whatever happens. Then sit with staff and view what the camera has recorded. Discuss what the children did, materials and skills they used, how they interacted with each other and with the staff, and how staff responded.

- Have staff discuss how they can individualize planned activities while including children with a wide range of ages and abilities in that activity. For example, building an obstacle course, planting a garden, or going on a field trip.
## Completing Module 13: Professionalism

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
</table>
| Overview and Pre-Training Assessment | Read about what it means to be a professional and the four stages of professional development.  
Read examples of situations in which staff maintained a commitment to professionalism; answer questions.  
Respond to questions about personal interests and skills and how these relate to working with school-age children. Discuss responses with two colleagues.  
Complete pre-training assessment and list three to five skills to improve or topics to learn more about.  
Discuss overview and pre-training assessment with trainer. | Review staff member’s training file.  
Discuss:  
- responses to questions;  
- examples of times staff member incorporated personal skills and interests in work and children’s reactions; and  
- pre-training assessment.  
Validate where possible from meetings and your knowledge of staff member. |
| I. Assessing Yourself         | Read about professional standards for school-age programs.  
Read Project Home Safe’s Developmentally Appropriate Practice for School-Age Child Care Programs (included at end of Orientation).  
Write a paragraph about one aspect that is particularly meaningful and how the statement relates to his or her job. | Discuss reactions to the Home Safe publication and how it relates to practices in the school-age program.  
Discuss paragraph about one aspect and whether it suggests changes are needed in program practice.  
Provide copies of other standards upon request or provide information on ordering them. |
## Module 13: Professionalism (continued)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
</table>
| II. Continuing to Learn About Working with School-Age Children | - Read about the many benefits of continued learning; joining professional organizations; and other ways to continue professional growth.  
  - Review answers to “Taking a Look at Yourself” in overview. Select one item from responses to “I would like to be better at” or “I would like to know more about.” Identify specific resources for learning more about the topic or task.  
  - Use information on resources to make short- and long-range plans for professional development; identify possible barriers; and plan ways to overcome them.  
  - Discuss activity with trainer. Agree on an overall plan to achieve goals. | - Provide information about professional organizations and resources and classes, lectures, and conferences staff member might like to attend.  
  - Help staff member build time for training and skill development into personal schedule.  
  - Discuss short- and long-range plans for professional development.  
  - Periodically review progress toward reaching goals, and help overcome any barriers to reaching them. |
| III. Applying Professional Ethics at All Times          | - Review examples of the ethics of school-age care and professional and unprofessional behaviors.  
  - List personal examples of professional behavior related to the ethics of school-age care.  
  - Write brief responses to five case studies. Review suggested responses.  
  - Discuss activity with colleagues and trainer. | - Discuss the examples of professional behavior. Point out examples of staff member’s ethical behavior. Continue discussions of issues as they arise.  
  - Meet with staff member and colleagues to discuss responses to case studies. Stress these are difficult situations and there are no easy answers.  
  - Praise all staff members for conscientious work habits and ethical behavior. |
### Module 13: Professionalism (continued)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>What Staff Member Does</th>
<th>What Trainer Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV. Becoming an Advocate for</td>
<td>Read about the importance of advocating for children and families; six ways school-age staff can be advocates for children; and examples of advocacy opportunities.</td>
<td>Discuss current issues related to children and families.</td>
</tr>
<tr>
<td>Children and Families</td>
<td>Develop a plan for becoming an advocate for children and families.</td>
<td>Collect articles and bulletins to share with staff.</td>
</tr>
<tr>
<td></td>
<td>Discuss the activity with trainer.</td>
<td>Discuss plans and offer to assist in advocacy efforts.</td>
</tr>
<tr>
<td>V. Taking Care of Yourself</td>
<td>Read about the importance of taking care of one’s physical, emotional, and social well-being.</td>
<td>Follow up with information on major issues.</td>
</tr>
<tr>
<td></td>
<td>Record activities for taking care of physical, emotional, and social well-being for one day. Review answers and try to do better on following day. Record activities for a second day.</td>
<td>Reinforce the importance of taking care of one’s physical, emotional, and social well-being.</td>
</tr>
<tr>
<td></td>
<td>Discuss the activity with trainer. Write a brief plan for taking care of him or herself.</td>
<td>Review plans and offer to assist in implementing them.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Be a good model by taking care of yourself.</td>
</tr>
<tr>
<td>Summarizing Your Progress</td>
<td>Review responses to pre-training assessment, summarize what was learned in this module, and list skills developed or improved.</td>
<td>Discuss summary of progress.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Schedule knowledge assessment for this module. There is no competency assessment as the skills used are not readily observable.</td>
</tr>
</tbody>
</table>
Strategies for Extending Learning

- Hold a discussion about current issues affecting children in the community or state, and discuss ways in which staff can become more involved in advocacy efforts.

- Build a comprehensive lending library of professional books, journals, and audiovisual materials on school-age care.

- Share information about classes on stress management, nutrition, assertiveness, or other topics relevant to a healthy lifestyle.

- Encourage staff to be partners in each other’s professional development. They might share rides, care for each other’s children at night or on the weekends, plan and lead workshops together, share resources, and otherwise help each other reach professional goals.

- Discuss with staff the next steps in their professional development, for example, a school-age credential, college courses, or continued self-study. Help them understand how these modules fit into their ongoing professional growth.
# III. Assessing Each Staff Member’s Progress

<table>
<thead>
<tr>
<th>Knowledge Assessments</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administering Knowledge Assessments</td>
<td>67</td>
</tr>
<tr>
<td>Conducting Competency Assessments</td>
<td>68</td>
</tr>
<tr>
<td>Observing the Staff Member with Children</td>
<td>68</td>
</tr>
<tr>
<td>Discussing the Assessment Results</td>
<td>69</td>
</tr>
</tbody>
</table>

## Knowledge Assessments

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Safe</td>
</tr>
<tr>
<td>Module 2</td>
<td>Healthy</td>
</tr>
<tr>
<td>Module 3</td>
<td>Out-of-School Environments</td>
</tr>
<tr>
<td>Module 4</td>
<td>Physical</td>
</tr>
<tr>
<td>Module 5</td>
<td>Cognitive</td>
</tr>
<tr>
<td>Module 6</td>
<td>Communication</td>
</tr>
<tr>
<td>Module 7</td>
<td>Creative</td>
</tr>
<tr>
<td>Module 8</td>
<td>Self</td>
</tr>
<tr>
<td>Module 9</td>
<td>Social</td>
</tr>
<tr>
<td>Module 10</td>
<td>Guidance</td>
</tr>
<tr>
<td>Module 11</td>
<td>Families</td>
</tr>
<tr>
<td>Module 12</td>
<td>Program Management</td>
</tr>
<tr>
<td>Module 13</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

## Competency Assessments

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Safe</td>
</tr>
<tr>
<td>Module 2</td>
<td>Healthy</td>
</tr>
<tr>
<td>Module 3</td>
<td>Out-of-School Environments</td>
</tr>
<tr>
<td>Module 4</td>
<td>Physical</td>
</tr>
<tr>
<td>Module 5</td>
<td>Cognitive</td>
</tr>
<tr>
<td>Module 6</td>
<td>Communication</td>
</tr>
<tr>
<td>Module 7</td>
<td>Creative</td>
</tr>
<tr>
<td>Module 8</td>
<td>Self</td>
</tr>
<tr>
<td>Module 9</td>
<td>Social</td>
</tr>
<tr>
<td>Module 10</td>
<td>Guidance</td>
</tr>
<tr>
<td>Module 11</td>
<td>Families</td>
</tr>
<tr>
<td>Module 12</td>
<td>Program Management</td>
</tr>
</tbody>
</table>
III. Assessing Each Staff Member’s Progress

This chapter includes the knowledge and competency assessments for the 13 modules in *The School-Age Training Program*. Trainers administer these assessments after staff members have successfully completed all parts of a module—the Overview and Pre-Training Assessment, the Learning Activities, and Summarizing Your Progress. The *knowledge assessment* validates a staff member’s understanding of the information presented in the module; the *competency assessment* allows the individual to demonstrate competence by using applicable skills while working with children.

Having provided feedback on all the learning activities, trainers will have a good idea if the staff member is ready for assessment. (If a staff member is not ready for assessment, suggest repeating one or more learning activity or reviewing additional training resources.) After discussing the staff member’s responses to “Summarizing Your Progress,” provide a copy of the competency assessment criteria (included in this chapter after the knowledge assessments). Review these criteria with the staff member and decide whether he or she is ready for assessment. If the decision is to go ahead with the assessments, schedule a convenient time to administer them.

Trainers can conduct the competency assessment observation in the morning or afternoon, depending on the day’s activities and the skills being observed, and provide feedback on both assessments immediately or the next day.

The assessment process is designed to be one more step in the learning process. If necessary, try to alleviate the staff member’s “test anxiety.” Explain that he or she will continue to receive support if performance on either assessment is not successful. Reassure the individual that there will be continued opportunities to develop the necessary competencies.

Trainers will need to maintain a supply of the assessments; therefore, it might be helpful to set up a filing system for storing copies of the assessments and answer sheets.

**Administering the Knowledge Assessments**

The knowledge assessments are paper-and-pencil exercises that test the staff member’s knowledge of the information and concepts presented in the module. The questions are in multiple-choice, matching, short-answer, and true/false formats. They are based on the Overview and Learning Activities. Most staff members will need approximately 20 to 30 minutes of uninterrupted time to complete the knowledge assessment.

The knowledge assessment can be administered before or after the competency assessment.
Conducting Competency Assessments

Competency assessments are scheduled times when trainers complete written observations of the staff member working with children. They then use their notes from this observation—and others conducted during the past month—to determine whether the staff member has demonstrated competence. Modules 1 through 12 include a competency assessment as part of the assessment process. Module 13 has a knowledge assessment only since mastery of the skills developed through this module cannot be readily observed during an observation period.

Staff members receive their copy of the competency assessment criteria during the feedback conference for “Summarizing Your Progress.” Trainers use the same indicators to determine successful completion of a module. The indicators are drawn from the pre-training assessment and address the skills covered in the module. Most of the behaviors are observable and measurable.

Appendix B contains trainer observation forms for the competency assessments. The forms for each module include two pages for notes, followed by a list of assessment criteria. There are spaces to indicate whether each criteria has been met, partially met, or not met.

The competency assessments for Modules 1 through 3 and 11 begin with several items related to the environment and procedures. Trainers assess these criteria by reviewing documentation, looking at the environment, and questioning the staff member. They should be assessed immediately prior to the observation period.

The recommended observation period is one hour, but may vary depending on the time of the day, what the children are doing, and the scheduled and unscheduled activities that take place. You may want to observe at a particular time of day so you can witness a specific routine or activity (for example, you might want to observe afternoon arrival or outdoor play). For several modules the competency assessment should be conducted at a specific time: Module 1, Safe should include an emergency drill; Module 11, Families should be conducted during either drop-off or pick-up times; and Module 12, Program Management should include a staff planning meeting.

Observing the Staff Member with Children

The trainer’s documentation of the observation is an important aspect of the competency assessment. (Key points on conducting observations can be found in A Handbook for Army Education Program Specialists, and in the Users Guide that accompanies the CDS observation video.) It should provide a picture of how the staff member interacts with and responds to children. It is not possible to capture everything that takes place, but it is important to record as much as possible as this data will be used to determine competence. Observation notes should provide an objective description of what happened that a trainer can share with the staff member. To be useful, observation notes should have the following characteristics:

- **Objectivity:** Include only the facts about what happens, not labels, judgments, or inferences. Record only what the staff member does and says and what the children do and say in response.
• **Specificity:** Record as much information as possible to present a picture of the staff member’s actions. Include details such as the number of children involved, where indoors or outdoors the action is taking place, words and tone of voice used.

• **Accuracy:** Record the staff member’s and children’s actions and words directly and in the order in which they happen. Try to include direct quotes whenever possible.

• **Completeness:** Include descriptions of activities from beginning to end. Record information about the setting (the number and ages of children, where indoors or outdoors the action is taking place), what the staff member does, what is said, and the children’s verbal and nonverbal responses.

**Discussing the Assessment Results**

Most adults are eager to know the results of their work, therefore, it is important to score the assessments and share the results with the staff member as soon as possible. In this meeting trainers discuss the answers to the knowledge assessment and what they saw and heard during the observation period.

The answer sheets for the knowledge assessments are found in Appendix A. Scoring for each question is indicated on the answer sheets. Some questions have more than one answer, also indicated on the answer sheets. A perfect score is 100. To complete the knowledge assessment successfully, a staff member must obtain a score of at least 80 percent.

When a staff member does not achieve a passing score on the knowledge assessment, review the answers together. Trainers need to judge how much support the staff member needs to understand fully the material presented in the module. As stated earlier, the goal is to ensure competence and understanding, not simply to have the staff member pass the test. Trainers might suggest reviewing specific learning activities or provide additional resources. Staff can let the trainer know when they are ready to schedule the “retest.”

To score the competency assessment, use the notes from this observation and others in the past month to determine whether each criterion of competence has been met, partially met, or not met. If a criterion was not observed, it should be left blank. Decide whether the staff member has successfully demonstrated competence. When a staff member has clearly demonstrated the skills identified in the criteria for assessment, offer congratulations, along with some examples of competence drawn from the observation notes. If a staff member has demonstrated some of the skills but has not thoroughly understood the information in the module, trainers will need to handle the meeting differently.

The goal of the assessment is to validate competency. Adult learners generally know when they have not demonstrated the necessary skills to complete an assessment successfully. It is not helpful to assess a staff member as competent when he or she still needs more support and training. The goal of the assessment is to validate competency. If a skill has not been mastered, use the meeting as an opportunity to reassess training needs and to provide additional support.
Here are some suggestions for discussing the competency assessment.

- **Begin the conference by asking for the staff member’s comments.** “How do you feel about what took place?” “Did everything go as you had planned?” “Were there any surprises?”

- **Sort out what went well and what problems existed, if any.** “What do you feel went well?” “Is there anything you would want to do differently?”

- **Share the observation notes with the staff member.** “Let’s look at my notes on what happened and see what we can learn from them.”

- **Review the criteria together.** Ask the staff member to assess which skills were clearly demonstrated and which ones were not.

- **Explain the assessment.** In one observation it is not possible to observe all the criteria on the list. However, trainers will have a good idea of whether the staff member has understood the information and can demonstrate knowledge and skills in working with children.

- **Give the decision and explain the reasoning behind it.** If the staff member has clearly demonstrated competence, appears to understand the information, and can apply it consistently in working with children, offer congratulations. If possible, take a few minutes to share observations of the staff member’s progress.

If the staff member needs more support, discuss the identified weaknesses, giving examples from the observation notes. Then decide what form of support would be most helpful, and develop a plan to work together. Reassure the staff member that he or she can redo the competency assessment after spending further time developing skills.

As staff members work on other modules, it is a good idea to periodically review their competence in using the skills developed in previous ones. There may be times when a trainer’s observations indicate that a staff member needs to repeat a module or at least some of the learning activities as a “skill refresher.”

The following section includes copies of the knowledge assessments for all 13 modules followed by competency assessments for Modules 1 through 12. Appendix A contains answer sheets for the knowledge assessments and Appendix B includes trainer observation forms for the competency assessments.
Knowledge Assessments
Knowledge Assessment
Module 1: Safe

Multiple choice exercises. Select the best answer from those given.

1. To keep children safe while outdoors in a lightning storm:
   a. _____ seek shelter in a vehicle or low area under small trees.
   b. _____ stay away from isolated trees and metal objects.
   c. _____ stay away from water.
   d. _____ all of the above.
   e. _____ a and b.

2. To keep children safe in a tornado:
   a. _____ move to a basement or storm shelter.
   b. _____ open the windows.
   c. _____ outrun the tornado in a car.
   d. _____ stand under the arch of a doorway and let the tornado pass through.
   e. _____ all of the above.

3. To keep children safe after an earthquake:
   a. _____ light some emergency candles.
   b. _____ turn on the lights to see if anyone is injured.
   c. _____ wait patiently in case there are additional shocks.
   d. _____ turn on a transistor radio and listen for emergency instructions.
   e. _____ c and d.

4. When walking with children in traffic:
   a. _____ always cross at crosswalks and obey traffic signals.
   b. _____ let the older children run ahead and wait for the group at the corner.
   c. _____ assign one adult to be with children who tend to act before thinking.
   d. _____ a and c.
   e. _____ none of the above.
5. To prevent accidents:
   a. _____ change an activity when children become tired or over-heated.
   b. _____ work with colleagues to monitor all indoor and outdoor areas.
   c. _____ participate in active games and sports with children.
   d. _____ a and c.
   e. _____ all of the above.

Based on knowledge gained through this module, complete the following exercises. Some require more than one answer. Partial credit will be given. Answer each exercise as thoroughly as you can.

6. List two safety rules to follow when setting up an environment for school-age children.
   a. ____________________________________________
   b. ____________________________________________

7. List two examples of items to check daily to maintain safety indoors.
   a. ____________________________________________
   b. ____________________________________________

8. List two examples of items to check monthly to maintain safety outdoors.
   a. ____________________________________________
   b. ____________________________________________

9. Think of an emergency situation that might arise at the program and list two things staff could do to keep children safe in that situation.
   Emergency situation: ____________________________________________
   a. ____________________________________________
   b. ____________________________________________

10. Why it is important to involve school-age children in setting safety rules?
    ____________________________________________
    ____________________________________________
    ____________________________________________

11. Emily (8 years) gets separated from the group while on a field trip to the zoo. What rules and procedures should Emily follow? (Children and staff reviewed these before the trip.)
    ____________________________________________
    ____________________________________________
    ____________________________________________
12. List **two** steps to take before a field trip.
   a. __________________________
   b. __________________________

13. Describe **two** ways school-age children can help each other remember to do things safely.
   a. __________________________
   b. __________________________

14. Explain what the Code of Ethical Conduct of the National Association of the Education of Young Children (Principal 1.1) means to you:

   “Above all we shall not harm children. We shall not participate in practices that are disrespectful, degrading, dangerous, exploitive, intimidating, psychologically damaging, or physically harmful to children.”

   __________________________
   __________________________
Knowledge Assessment
Module 2: Healthy

Multiple choice exercises. Select the best answer from those given.

1. People who are healthy:
   a. _____ are well rested, energetic, and strong.
   b. _____ exercise regularly.
   c. _____ have high self-esteem.
   d. _____ get along well with others.
   e. _____ all of the above.

2. Staff and children should wash their hands:
   a. _____ before and after preparing or eating food.
   b. _____ after using the bathroom.
   c. _____ before and after handling bodily secretions.
   d. _____ all of the above.
   e. _____ a and b.

3. Staff can help children develop healthy habits by:
   a. _____ implementing self-service snack.
   b. _____ inviting a nutritionist to give a presentation at the program.
   c. _____ having children watch them prepare a snack or meal.
   d. _____ a and b.
   e. _____ none of the above.

4. HIV (Human Immunodeficiency Virus) can be transmitted by:
   a. _____ sexual intercourse with someone infected with HIV.
   b. _____ sharing the bathroom with someone with HIV.
   c. _____ hugging and kissing an infected person.
   d. _____ being in the same room with an infected person
   e. _____ a and d.
Based on knowledge gained through this module, complete the following exercises. Some require more than one answer. Partial credit will be given. Complete each exercise as thoroughly as you can.

5. Name two things to do to maintain a sanitary indoor and outdoor environment.
   a. ________________________________________
   b. ________________________________________

6. Name two things to look for when conducting a daily child health check.
   a. ________________________________________
   b. ________________________________________

7. For two common childhood illnesses, describe the symptoms and when the child is no longer contagious.
   a. ________________________________________
   b. ________________________________________

   a. ________________________________________
   b. ________________________________________

9. What are two ways the school-age program can reduce sources of stress?
   a. ________________________________________
   b. ________________________________________

10. Describe a stressful situation either you or a child in your program experienced and the strategies you used to handle the situation.
    ________________________________________
    ________________________________________
    ________________________________________

11. Describe what you must do if you suspect a child in the program is being abused or neglected.
    ________________________________________
    ________________________________________
    ________________________________________
Matching exercise.

12. The column on the left lists types of child abuse. The column on the right lists their definitions. Match each type of abuse with the appropriate definition.

<table>
<thead>
<tr>
<th>Type of Abuse</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ___ Minor physical injury</td>
<td>1. Sexual activity between offender and child, including rape, molestation, prostitution, and other forms of exploitation.</td>
</tr>
<tr>
<td>b. ___ Deprivation of necessities</td>
<td>2. Brain damage, burns, poisoning, internal injury, skull fracture.</td>
</tr>
<tr>
<td>c. ___ Emotional maltreatment</td>
<td>3. Neglecting to provide nourishment, clothing, education, or health care.</td>
</tr>
<tr>
<td>d. ___ Major physical injury</td>
<td>4. Behavior on part of offender that contributes to low self-esteem, anxiety and fear, and sense of alienation/isolation—psychologically and emotionally damaging.</td>
</tr>
<tr>
<td>e. ___ Sexual maltreatment</td>
<td>5. Physical injury including shaking, twisting, bruising, and slapping.</td>
</tr>
</tbody>
</table>
Knowledge Assessment
Module 3: Out-of-School Environments

Multiple choice exercises. Select the best answer from those given.

1. An appropriate out-of-school environment:
   a. ______ has soft, cozy areas where children can play alone or with others.
   b. ______ provides sufficient space for children’s personal belongings.
   c. ______ defines separate spaces for indoor and outdoor play.
   d. ______ provides opportunities for many kinds of activities.
   e. ______ all of the above.

2. Interest areas in shared space should be:
   a. ______ avoided, because there isn’t time to set them up each day.
   b. ______ offered from time to time.
   c. ______ portable modules or kits.
   d. ______ created once, at the beginning of the year.
   e. ______ c and d.

3. A good schedule for school-age children provides:
   a. ______ sufficient time for transitions and cleanup.
   b. ______ very little free choice time, so children don’t get into trouble.
   c. ______ large blocks of time when all the children participate in the same activity.
   d. ______ the same activities every day.
   e. ______ b and c.

Based on knowledge gained through this module, complete the following exercises. Some require more than one answer. Partial credit will be given. Complete each exercise as thoroughly as you can.

4. Describe one indoor interest area and the kinds of activities children might do there.
   Interest area: ____________________________________________________________
   Activities: ______________________________________________________________
   ________________________________________________________________
5. When selecting materials for school-age children, two questions to ask are:
   a. 
   b. 

6. List two items that might be found in each of the following interest areas.
   a. Quiet area: 
   b. Dramatic play area: 
   c. Math area: 
   d. Blocks and construction area: 
   e. Arts and crafts area: 

7. Select one interest area and describe two sub-areas that respond to children’s interests.
   Area: 
   a. 
   b. 

8. What are two ways to use the outdoor environment creatively?
   a. 
   b. 

9. Describe a transition time in your program and how you use it to introduce new concepts, practice skills, or enhance creativity.

10. Choose one age group (5- to 7-years, 8- to 10-years, or 11- to 12-years) and describe five ways children in that age group typically use the environment.
    Age group: 
    a. 
    b. 
    c. 
    d. 
    e. 

11. Name **two** materials that can be used for the following outdoor activities:
   
   a. Water play:
   
   b. Hot-weather play:
   
   c. Sand play:
   
   d. Physical play:
   
   e. Construction:
   
12. List **two** guidelines for an appropriate schedule for a school-age program.
   
   a. 
   
   b. 
Knowledge Assessment
Module 4: Physical

Based on knowledge gained through this module, complete the following exercises. Some are fill-in the blank. Some require more than one answer. Partial credit will be given. Complete each exercise as thoroughly as you can.

1. Describe two characteristics of the physical development of 5- to 7-year-old children:
   a. ___________________________________________________
   b. ___________________________________________________

2. Describe two characteristics of the physical development of 8- to 10-year-old children:
   a. ___________________________________________________
   b. ___________________________________________________

3. Describe two characteristics of the physical development of 11- to 12-year-old children:
   a. ___________________________________________________
   b. ___________________________________________________

4. There are three categories of basic gross motor skills: object control, locomotor, and non locomotor skills. For each one, give an example of how children (and adults) use the skill in routines, sports, and games.
   a. Object control: __________________________________________
   b. Locomotor: ____________________________________________
   c. Non locomotor: __________________________________________

5. How can movement stations support children’s physical development?
   _________________________________________________________

6. Larry (8 years) is new to playing softball. He doesn’t want to try to swing at the ball. What could a staff member do and say privately to encourage Larry?
   _________________________________________________________

7. There are four essential elements of cooperative games. Think of a cooperative game and describe how it includes these elements.
   Game: __________________________________________________
   a. Cooperation: __________________________________________
   b. Acceptance: __________________________________________
   c. Involvement: __________________________________________
   d. Fun: _________________________________________________
8. Describe an activity that encourages children to use their senses as they coordinate fine motor skills. Explain how they use their sight, sound, touch, taste, and smell.


9. Select one competitive sport or game and describe how to make it a cooperative one.
Sport or game: __________________________


10. Pick one interest area and describe how a child might use fine motor skills in that area.
Interest area: ____________________________


Matching exercise.

11. The column on the left lists examples of physical fitness activities. The column on the right lists one objective for each activity. Match each activity with the appropriate objective.

<table>
<thead>
<tr>
<th>Physical Fitness Activity</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ___ Fitness Club</td>
<td>1. Practice skills to improve performance in game or sport.</td>
</tr>
<tr>
<td>b. ___ Obstacle course</td>
<td>2. Use equipment such as jumpropes and balls in a place designed especially for such use.</td>
</tr>
<tr>
<td>c. ___ World dance prop box</td>
<td>3. Participate with others who share an interest in a physical activity.</td>
</tr>
<tr>
<td>d. ___ Sports clinic</td>
<td>4. Learn about different dances around the world.</td>
</tr>
<tr>
<td>e. ___ Exercise activity center</td>
<td>5. Maneuver a course that has challenging objects to overcome.</td>
</tr>
</tbody>
</table>
Knowledge Assessment  
Module 5: Cognitive  

Matching exercise.

1. The column on the left lists children's ages. The column on the right lists characteristics of children's cognitive development. Match each characteristic with the age group of which it is most typical.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 5- to 7-years</td>
<td>a. They like to collect and catalogue things.</td>
</tr>
<tr>
<td></td>
<td>b. They are eager to learn the answers to &quot;why&quot; questions.</td>
</tr>
<tr>
<td></td>
<td>c. They understand explanations and rules and enjoy following rules to the letter.</td>
</tr>
<tr>
<td>b. 8- to 10-years</td>
<td>d. They show proficiency in particular skills and talents.</td>
</tr>
<tr>
<td></td>
<td>e. They still need to work with real objects to grasp number concepts.</td>
</tr>
<tr>
<td></td>
<td>f. They appreciate other people's points of view.</td>
</tr>
<tr>
<td>c. 11- to 12-years</td>
<td>g. They are beginning to understand time, but may not understand past and future.</td>
</tr>
<tr>
<td></td>
<td>h. They think in abstract terms.</td>
</tr>
<tr>
<td></td>
<td>i. They may be critical of their own performance.</td>
</tr>
</tbody>
</table>

Multiple choice exercises. Select the best answer from those given.

2. Cognitive development is:

   a. _____ the collective sum of information a child has.
   b. _____ the process of learning to think and reason.
   c. _____ the result of worksheets, assignments, drill and practice.
   d. _____ only promoted through formal education.
   e. _____ all of the above.
3. One of the best ways to encourage children’s problem-solving is to:
   a. _____ give them homework on problem-solving.
   b. _____ reward them for correct responses.
   c. _____ show your own interest in learning about the world.
   d. _____ punish them for incorrect responses.
   e. _____ none of the above.

   Based on knowledge gained through this module, complete the following exercises. Some are fill in the blank. Some require more than one answer. Partial credit will be given. Complete each exercise as thoroughly as you can.

4. There is an endless amount of information school-age children can learn. Explain: a. Why it is also important for children to “learn how to learn” and b. What you can do to help children become “good” learners.
   a. Why? _____________________________________________
   b. What can you to do help? ____________________________

5. Choose one interest area and describe two materials that could be included there to encourage children’s cognitive growth.
   Interest area: _______________________________________
   a. __________________________________________________
   b. __________________________________________________

6. For each of the following stages, list two ways to support cognitive growth while a child learns to roller skate: (You can use another example if preferred.)
   Awareness:
   a. __________________________________________________
   b. __________________________________________________
   Exploration:
   a. __________________________________________________
   b. __________________________________________________
   Inquiry:
   a. __________________________________________________
   b. __________________________________________________
   Utilization:
   a. __________________________________________________
   b. __________________________________________________
7. Several children are concerned because some plants are losing leaves or turning yellow. They want to conduct an experiment to find out how much light different kinds of plants need to grow. Using the five steps in the scientific method, explain how they could set up their experiment. You can use another example if you prefer.

   a. Gather information: ____________________________________________

   b. State the problem clearly: _______________________________________

   c. Generate ideas: ________________________________________________

   d. Evaluate the answers and select a “best” option: _________________

   e. Test out the option: ____________________________________________

8. How do the following questions encourage children to think before answering and stimulate further thinking?

   a. What do you think the boy in the story should do? ________________

   b. What can you tell me about dinosaurs? ____________________________

   c. Why do you think the plants in our garden are doing so well? ________

   d. Can you think of some ways to make our field trip really special? _______
Matching exercises.

9. The column on the left lists Gardner's seven areas of multiple intelligence. The column on the right lists examples of skills identified with different kinds of intelligence. Match each type of intelligence with the appropriate skills.

<table>
<thead>
<tr>
<th>Type of Intelligence</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ___ Logical</td>
<td>1. Relates well to others, shows younger children how to do things.</td>
</tr>
<tr>
<td>b. ___ Linguistic</td>
<td>2. Recognizes instruments by hearing a piece of music, sings in harmony.</td>
</tr>
<tr>
<td>d. ___ Spatial</td>
<td>4. Performs well in gym or dance, takes apart and rebuilds a radio or clock.</td>
</tr>
<tr>
<td>e. ___ Bodily kinesthetic</td>
<td>5. Sets and pursues long-term goals, advises a friend on a personal problem.</td>
</tr>
<tr>
<td>f. ___ Interpersonal</td>
<td>6. Writes poems and plays, reads a wide variety of books.</td>
</tr>
<tr>
<td>g. ___ Intrapersonal</td>
<td>7. Designs and builds an obstacle course.</td>
</tr>
</tbody>
</table>

10. The column on the left lists thinking skills. The column on the right lists examples of children using them. Match each thinking skill with the appropriate example.

<table>
<thead>
<tr>
<th>Thinking Skill</th>
<th>Example of Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ___ Noticing characteristics of things</td>
<td>1. Lily sorted her shell collection by size.</td>
</tr>
<tr>
<td>b. ___ Classifying</td>
<td>2. Jack put the board games on the shelf by size, with the largest ones on the bottom.</td>
</tr>
<tr>
<td>c. ___ Sequencing</td>
<td>3. Peter smelled the spices before deciding which ones to put in the muffines.</td>
</tr>
<tr>
<td>d. ___ Understanding cause and effect</td>
<td>4. Wanda moved the paint to the middle of the table so it wouldn’t be knocked over by someone walking by.</td>
</tr>
</tbody>
</table>
Knowledge Assessment
Module 6: Communication

Matching exercise.

1. The column on the left lists children’s ages. The column on the right lists characteristics related to children’s development of communication skills. Match each characteristic with the age group of which it is most typical.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 5- to 7-years</td>
<td>a. They like to socialize with friends.</td>
</tr>
<tr>
<td></td>
<td>b. They ask seemingly endless questions.</td>
</tr>
<tr>
<td></td>
<td>c. They use a lot of slang and “fad” words.</td>
</tr>
<tr>
<td>b. 8- to 10-years</td>
<td>d. They often exaggerate, boast, and tell tall tales.</td>
</tr>
<tr>
<td></td>
<td>e. They may question rules and beliefs they previously accepted.</td>
</tr>
<tr>
<td>c. 11- to 12-years</td>
<td>f. They often can speak with the fluency of adults.</td>
</tr>
<tr>
<td></td>
<td>g. They like coded languages and passwords.</td>
</tr>
<tr>
<td></td>
<td>h. They can be intolerant of different accents or languages.</td>
</tr>
<tr>
<td></td>
<td>i. They are interested in the meaning of words.</td>
</tr>
</tbody>
</table>

Multiple choice exercises. Select the best answer from those given.

2. Learning to use language as a way to communicate with others is important because:

a. _____ social development is dependent on language.

b. _____ self-esteem is affected by the ability to put feelings and thoughts into words.

c. _____ we use language to express our thoughts and feelings.

d. _____ all of the above.

e. _____ a and c.
3. School-age staff can support children’s reading skills by:
   a. _____ insisting that children look up any words they don’t know.
   b. _____ providing a wide range of interesting books and magazines.
   c. _____ letting children read to them.
   d. _____ serving as a positive role model.
   e. _____ b, c, and d.

Based on knowledge gained through this module, complete the following exercises. Some require more than one answer. Partial credit will be given. Complete each exercise as thoroughly as you can.

4. Describe appropriate ways to respond when children use slang and profanity.
   a. When children use slang I could respond: ________________________________

   b. When children use profanity I could respond: ____________________________

5. Give three examples of how a school-age program can provide meaningful opportunities for children to write.
   a. ________________________________________________________________
   b. ________________________________________________________________
   c. ________________________________________________________________

6. Choose one interest area and describe two materials to include there so children can use their communication skills:
   Interest area: _______________________________________________________
   a. ________________________________________________________________
   b. ________________________________________________________________

7. List three magazines your program subscribes to and explain how each one matches the needs and interests of the children in the program.
   a. ________________________________________________________________
   b. ________________________________________________________________
   c. ________________________________________________________________
8. Describe **two** ways children benefit from putting their feelings into words.
   a. 
   b. 

9. For each of the following communication skills, give **two** examples of how children might use the skill: one at the program and one at home.

<table>
<thead>
<tr>
<th>Communication Skill</th>
<th>Use at the Program</th>
<th>Use at Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Knowledge Assessment
Module 7: Creative

Multiple choice exercises. Select the best answer from those given.

1. Which of the following activities probably could be considered “creative?”
   a. _____ baking bread by following the recipe in a cookbook.
   b. _____ sewing a dress using a pattern.
   c. _____ developing a new fruit by using knowledge of botany.
   d. _____ taking several photographs of the same object by experimenting with angles.
   e. _____ c and d.

2. School-age staff can promote children’s creativity by:
   a. _____ forcing them to participate in craft activities.
   b. _____ allowing them to make messes and mistakes.
   c. _____ providing models of good art for them to copy.
   d. _____ reminding children that their skills are limited.
   e. _____ all of the above.

3. When planning and conducting activities that encourage creativity, it is important to:
   a. _____ give very clear instructions and ask the children to repeat them out loud.
   b. _____ make a model, so everyone knows what to do.
   c. _____ try the activity yourself before introducing it to the children.
   d. _____ avoid commenting on children’s work so they won’t be self-conscious.
   e. _____ a and b.
Based on knowledge gained through this module, complete the following exercises. Some require more than one answer. Partial credit will be given. Complete each exercise as thoroughly as you can.

4. Ms. Jensen planned a creative writing activity using her collection of stamps from around the world. She told the children they could each select a stamp and write an imaginary letter to a child from the country the stamp came from. The children were fascinated by the stamps. They said they wanted to design their own. What should Ms. Jensen do?

5. List **two** characteristics of a school-age program that motivate children to be creative.
   a. 
   b. 

6. Describe how children used their creativity during a long-term project that took place at the school-age program.

7. List **two** open-ended materials provided at the school-age program and describe how children use them.
   a. Material: 
      How children use it: 
   b. Material: 
      How children use it: 

8. Describe something you did recently that used creativity.
9. Yancey (9 years) is motivated to learn about training animals because he finds it interesting and satisfying. List four ways the school-age staff can support him as he explores his interests?

a. 

b. 

c. 

d. 

True or False

10. Which of the following statements are false?

   a. _____ Highly creative children are always extremely intelligent.

   b. _____ A typical 5-year-old is likely to be more interested in hammering nails than making a birdfeeder.

   c. _____ A typical 9-year-old does not worry about whether her drawing is "good."

   d. _____ School-age children can use all of their skills in creative pursuits.

   e. _____ It is important to have lots of competitions at the program so children will know if their work is any good.

   f. _____ A typical 11-year-old wants to be different from his friends.

   g. _____ Often creativity involves being messy and making mistakes.

   h. _____ Staff should not model their own creativity because the children will be intimidated.
Matching exercise.

11. The column on the left lists steps in the creative process. The column on the right lists examples of a child’s activities during each step. Match each step with the appropriate example.

<table>
<thead>
<tr>
<th>Steps in the Creative Process</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ___ Preparation</td>
<td>1. Rashid shares his idea with Mr. Thorne and announces his project at group meeting. He asks other children to work with him.</td>
</tr>
<tr>
<td>b. ___ Incubation</td>
<td>2. Rashid makes a list of all the ideas he is considering. He puts them in categories: easy to do, hard to do, and impossible. He goes outside with the Jogging Club.</td>
</tr>
<tr>
<td>c. ___ Illumination</td>
<td>3. Rashid thinks about potential projects as he runs. He comes inside and works on an idea—raising flower and vegetable seedlings to donate to a senior citizens home.</td>
</tr>
<tr>
<td>d. ___ Verification/communication</td>
<td>4. Rashid wants to start a unique community service project—something no one has done before. He looks in <em>The Kids Can Help Book</em> for ideas.</td>
</tr>
</tbody>
</table>
Knowledge Assessment
Module 8: Self

Based on knowledge gained through this module, complete the following exercises. Some require more than one answer. Partial credit will be given. Complete each exercise as thoroughly as you can.

1. Name three things staff can do to build children’s self-esteem:
   a. 
   b. 
   c. 

2. Think of a child in the program who has high self-esteem. With this child in mind, complete the following statement.
   This child feels connected to:
   unique because:
   powerful enough to:
   clear about his or her values because:

3. Give two examples of how the school-age program gives children opportunities to “feel successful and competent?”
   a. 
   b. 

4. Rewrite these statements so they will build children’s self-esteem.
   a. “Todd, you’re always dropping things, are your fingers broken?”
   b. “Kwami, didn’t I tell you that fighting is wrong? Can’t you remember anything?”
   c. “You should behave more like your older sister Yvonne.”
   d. “D.J., you’ll never learn to ride a bike by being a scaredy-cat. Go ahead and try.”
5. What are two ways to help school-age children accept and appreciate themselves and others?
   a. ____________________________
   b. ____________________________

6. Describe something about yourself or something you do that you are proud of.
   ____________________________________________________________

7. One of the easiest ways to learn about children is to ___________________________ them.

Multiple choice exercise. Select the best answer from those given.

8. To meet the needs of children, it is important to:
   a. _____ get to know each child as an individual.
   b. _____ be aware of the developmental characteristics of school-age children.
   c. _____ be willing to listen to and respond to children.
   d. _____ be aware of one’s biases and learn to be open to different ways of thinking.
   e. _____ all of the above.

True or False

9. Which of the following statements about working with school-age children are false?
   a. _____ Talking with school-age children respectfully is an important way to build their self-esteem.
   b. _____ Providing the right level of support requires knowledge of individual children’s capabilities and limitations.
   c. _____ Your own experiences should never affect your relationships with the children in the program.
   d. _____ Children learn to think and solve problems when they can voice their ideas and opinions.
   e. _____ One or two observations of a child will allow you to really get to know him or her and provide an appropriate program.
   f. _____ Children should participate in group activities at the program and pursue individual interests at home.
   g. _____ School-age children want to be liked and accepted by their peers.
   h. _____ When children make mistakes while using the program’s supplies staff should tell them to stop wasting materials.
Matching exercise.

10. The column on the left lists Erikson's stages of socio-emotional development. The column on the right lists characteristics of each stage. Match each stage with its respective characteristics.

<table>
<thead>
<tr>
<th>Developmental Stage</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ____ Trust</td>
<td>1. Preschoolers are active, talkative, and creative.</td>
</tr>
<tr>
<td>b. ____ Autonomy</td>
<td>2. Infants feel safe, cared for, and valued.</td>
</tr>
<tr>
<td>c. ____ Initiative</td>
<td>3. School-age children feel proud as they master skills and develop a realistic self-image.</td>
</tr>
<tr>
<td>d. ____ Industry</td>
<td>4. Toddlers are independent and learn to do things for themselves.</td>
</tr>
</tbody>
</table>
Knowledge Assessment
Module 9: Social

Matching exercise.

1. The column on the left lists children’s ages. The column on the right lists characteristics of children’s social development. Match each characteristic with the age group of which it is most typical.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 5- to 7-years</td>
<td>a. They can be very competitive and may get upset if they lose a game.</td>
</tr>
<tr>
<td></td>
<td>b. They are defining what it means to be a boy or girl.</td>
</tr>
<tr>
<td></td>
<td>c. They learn to accept responsibility for their actions.</td>
</tr>
<tr>
<td>b. 8- to 10-years</td>
<td>d. They question rules and beliefs that used to be accepted without thinking.</td>
</tr>
<tr>
<td></td>
<td>e. They experience feelings such as sadness and joy deeply, as adults do.</td>
</tr>
<tr>
<td></td>
<td>f. They learn best through play.</td>
</tr>
<tr>
<td>c. 11- to 12-years</td>
<td>g. They tend to be unaware of other people’s points of view.</td>
</tr>
<tr>
<td></td>
<td>h. Their self-esteem is related to how others see them.</td>
</tr>
<tr>
<td></td>
<td>i. They may be in a hurry to grow up.</td>
</tr>
</tbody>
</table>

Based on knowledge gained through this module, complete the following exercises. Some require more than one answer. Partial credit will be given. Complete each exercise as thoroughly as you can.

2. Greenspan describes five milestones of emotional development: security, relating, intentional two-way communication without words, emotional ties, and emotional thinking. Select three milestones and describe what children who have accomplished the milestone can do.

a. Milestone: ____________________________________________________________

b. Milestone: ____________________________________________________________

c. Milestone: ____________________________________________________________
3. Choose a theme for a prop box; state why it is appropriate for the children in your program; and list six items that could be included in the box.

Theme: 

Why is it appropriate?

a.  

b.  

c.  

d.  

e.  

f.  

4. The following five techniques can be used to help school-age children master emotional milestones. For each one give an example of how staff could use it.

a. One-on-one time: 

b. Problem-solving time: 

c. Identifying and empathizing with a child’s point of view: 

d. Breaking the challenge into small pieces: 

e. Setting limits: 

5. Describe two ways to help a shy or withdrawn child learn to make friends.

a.  

b.  

6. Give two examples of strategies your school-age program uses to encourage children to become involved in the larger community.

a.  

b.  
7. Ms. Yannick sees Davida (8 years) trying to join in a jump rope game with Lisa (9 years), Neville (8 years), and Tatia (10 years). Davida jumps in with Lisa. The other girls stop and tell her: "Who asked you to join? Get out of the way." Davida snatches the rope and refuses to give it back. How could Ms. Yannick intervene to help Davida learn how to join in a game or activity with other children?

8. Describe your program’s ground rules for group meetings.

True or False

9. Which of the following statements are true?

   a. _____ By the time children enter school they have already acquired a wide range of social skills.

   b. _____ School-age children aren’t emotionally ready to learn how to negotiate and resolve conflicts.

   c. _____ It is not a good idea to offer multi-age activities because the older and younger children tend to fight with each other.

   d. _____ Group meetings can foster a sense of community among the children in the program.
Knowledge Assessment
Module 10: Guidance

Multiple choice exercises. Select the best answer from those given.

1. Which of the following elements of the environment support children’s self-discipline?
   a. _____ The daily schedule is posted where children can see it.
   b. _____ The program’s sponges, mops, and brooms are stored in a locked closet.
   c. _____ Children share the storage areas for personal belongings—first come, first served is the program practice.
   d. _____ Active games must take place outdoors.
   e. _____ none of the above.

2. Discipline means:
   a. _____ controlling children’s behavior with stringent rules
   b. _____ punishing children through fear.
   c. _____ accepting a child’s behavior.
   d. _____ guiding and directing children toward acceptable behavior.
   e. _____ none of the above.

3. When children have negative feelings staff should:
   a. _____ recognize and accept their feelings.
   b. _____ help children to express their feelings in acceptable ways.
   c. _____ tell children, “You have nothing to feel bad about. Get out of that bad mood.”
   d. _____ make children join in a group activity so they will forget about their problems.
   e. _____ a and b.
4. Children under age 9 are likely to follow rules because they:
   a. _____ believe in human rights.
   b. _____ don’t want to be punished.
   c. _____ feel good when they do the “right thing.”
   d. _____ know it is their duty.
   e. _____ b and c.

Based on knowledge gained through this module, complete the following exercises. Some of them require more than one answer. Partial credit will be given. Complete each exercise as thoroughly as you can.

5. “SIGEP” is the acronym for a five-step conflict resolution technique. Think of a typical conflict that might come up at the school-age program. Describe how children could use SIGEP to solve it.
   Problem or conflict: __________________________________________
   a. Stop: ____________________________________________________
   b. Identify: _________________________________________________
   c. Generate: _______________________________________________
   d. Evaluate: ________________________________________________
   e. Plan: ____________________________________________________

6. State two positive guidance techniques staff can use to help school-age children learn self-discipline.
   a. _________________________________________________________
   b. _________________________________________________________

7. What is the difference between punishment and discipline?
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

8. Describe the procedure used to mediate a conflict.
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
9. The left column includes examples of children's behaviors. For each one, describe the possible cause for the problem and how staff could respond to guide children's behavior.

<table>
<thead>
<tr>
<th>Children's Behavior</th>
<th>Possible Cause</th>
<th>How Staff Could Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Tara and Carlos (10 years) constantly bicker over who can use the computer first.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Josie and Kahil (6 years) resist clean-up. They won't put things away at the end of the day.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Ruth (8 years) doesn't like to play with the other children. She just sits and reads.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Victor (9 years) wanders from one activity to the next, never finishing or getting involved.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Matching exercise.

10. The left column lists conflict resolution techniques. The right column includes their descriptions. Match each technique with its appropriate description.

<table>
<thead>
<tr>
<th>Conflict Resolution Technique</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. _____ Storytelling</td>
<td>1. Children reflect on the problem for a few minutes and try to solve it.</td>
</tr>
<tr>
<td>b. _____ Planning Time</td>
<td>2. Children reenact the problem in front of an audience, stopping at the point of conflict. The group discusses possible solutions.</td>
</tr>
<tr>
<td>c. _____ Role Playing</td>
<td>3. Children begin to reenact the problem, then switch roles to see the situation from a different perspective. The group then discusses possible solutions.</td>
</tr>
<tr>
<td>d. _____ Role Reversal</td>
<td>4. A staff member retells what occurred in the form of a story.</td>
</tr>
</tbody>
</table>
True or False

11. Which of the following statements are false?

   a. _____ Rules and limits help children and adults understand what behaviors are acceptable.

   b. _____ It is more effective to tell people what they should not do than what they should do.

   c. _____ Children behave appropriately when the rules and limits never change.

   d. _____ Children are more likely to follow rules better if they understand the reasons behind them.

   e. _____ Children are more likely to follow rules if they help create them.
Knowledge Assessment
Module 11: Families

Based on knowledge gained through this module, complete the following exercises. Some require more than one answer. Partial credit will be given. Complete each exercise as thoroughly as you can.

1. Describe **two** ways staff can encourage parents to participate in their child’s life at the program.
   a. 
   b. 

2. List **four** things that parents know and **four** things that staff know about a child.

<table>
<thead>
<tr>
<th>Parents</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
</tr>
</tbody>
</table>

3. Give an example of **one** technique the school-age program uses to keep parents informed about activities.

4. Describe how to prepare for and conduct a parent-staff conference.
   Prepare for: 
   
   Conduct:

---

105
5. Give two examples of events that can be sources of stress for parents.
   a. 
   b. 

6. Name two things staff can do to help parents locate resources.
   a. 
   b. 

7. What are two ways to maintain a strong partnership with parents?
   a. 
   b. 

8. List five things to include in a parent handbook.
   a. 
   b. 
   c. 
   d. 
   e. 

9. Describe what you find most rewarding about working with parents.

10. Which of the following statements about parents are true?
    a. Parents are the most important people in children’s lives.
    b. Most parents are concerned about what is best for their children.
    c. It is best to wait until parents ask for information about their child’s activities at the program.
    d. Parents should always let staff know when they are going to visit the program. Children are upset by unannounced visits.
    e. Staff should not bother parents by asking them about their children’s interests.
Knowledge Assessment
Module 12: Program Management

Multiple choice exercises. Select the best answer(s) from those given.

1. Creative thinking:
   a. _____ is used only by scientists and engineers.
   b. _____ takes too long to be of any use.
   c. _____ is rarely used by school-age staff.
   d. _____ can help staff solve problems.
   e. _____ none of the above.

2. Which of the following statements are examples from objective observation recordings?
   a. _____ Derrick was too lazy to pick up the bat.
   b. _____ Derrick, 9 years.
   c. _____ Derrick walked past the bat.
   d. _____ Outside, on the softball field.
   e. _____ Derrick hit the ball towards first base.

Based on knowledge gained through this module, complete the following exercises. Some require more than one answer. Partial credit will be given. Complete each exercise as thoroughly as you can.

3. The last step in the planning process is _________________.

4. Give two reasons why school-age staff observe children.
   a. ______________________________________________________
   b. ______________________________________________________

5. Describe something you did recently to individualize the program for one or more children.
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________
6. Write an open-ended question that could be included in a questionnaire to solicit parent’s ideas for new program activities.

7. It is helpful to use planning categories when developing weekly plans. Name two categories that might be useful for your program.
   a. 
   b. 

8. Why are administrative policies and procedures necessary?

9. List two administrative policies and procedures you follow every day.
   a. 
   b. 

10. Describe two ways you involve children as members of the team that plans the program.
    a. 
    b. 

11. Describe two techniques staff can use to observe children systematically.
    a. 
    b. 

12. Which of the following statements are false?
    a. _____ It is best for one person to conduct all observations of a child.
    b. _____ School-age children are constantly growing and changing.
    c. _____ It is important to ask children about their needs and interests.
    d. _____ Special interest clubs are not appropriate for school-age children.
    e. _____ It is appropriate for school-age staff to provide input on program policies.
    f. _____ Parent surveys can alert staff to areas in which children need special help.
Knowledge Assessment
Module 13: Professionalism

Based on knowledge gained through this module, complete the following exercises. Some require more than one answer. Partial credit will be given. Complete each exercise as thoroughly as you can.

1. Write a brief description of yourself. What strengths and abilities do you apply in your work? What do you enjoy most about being a school-age professional?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Why is it important to continually expand your knowledge and professional skills?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Name two ways a professional can continue learning:
   a. ________________________________________________________________
   b. ________________________________________________________________

4. Give an example of an ethic that applies to school-age professionals and the professional behavior that goes with it.
   Ethic: ____________________________________________________________
   Behavior: __________________________________________________________

5. What is a child advocate?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. Name two ways to become an advocate for children and families.
   a. ________________________________________________________________
   b. ________________________________________________________________
7. Name two ways you can take care of yourself.

Physically:
   a. ____________________________________________
   b. ____________________________________________

Emotionally:
   a. ____________________________________________
   b. ____________________________________________

Socially:
   a. ____________________________________________
   b. ____________________________________________

Cognitively:
   a. ____________________________________________
   b. ____________________________________________

8. List two topics related to working with school-age children you want to learn more about.

   a. ____________________________________________
   b. ____________________________________________

9. Which of the following statements about professionalism are true?

   a. _____ A professional is someone with specialized knowledge and skills.
   b. _____ Working with school-age children is not a real profession.
   c. _____ It is unprofessional to speak out against inappropriate school practices.
   d. _____ School-age professionals show no bias against any children in the program.
   e. _____ Confidentiality related to families is only important within the program.

10. Mr. Cannon, a school-age staff member, is walking back inside. He sees Ms. Diamond, another staff member, watching the children's softball game while smoking a cigarette— which is a violation of the program’s policies. What should he do?

   ____________________________________________
   ____________________________________________
Competency Assessments
Competency Assessment
Module 1: Safe

Before the observation period your trainer will assess whether you use skills such as the following:

- Conducting safety checks (daily and monthly, indoor and outdoor); removing or repairing unsafe items; keeping safety equipment in good condition; and maintaining first-aid and safety supplies.
- Checking daily to see that equipment and supplies are cleaned up and stored appropriately.
- Arranging the program space so there are clear traffic paths and exits.
- Designating separate areas for quiet and active play to avoid congestion and collisions.
- Arranging the environment so that children and staff are visible at all times.
- Making sure there is an accessible telephone in working order.
- Limiting access to supplies and equipment for children who do not yet have the skills and judgment to use them safely.
- Stating the correct procedures to follow when there is an accident or emergency.
- Maintaining up-to-date emergency telephone numbers for all parents.
- Posting emergency phone numbers for children’s parents, police, fire, ambulance, and poison control next to the telephone.

Your trainer will review records from this observation (including an emergency drill) and others conducted in the last month to assess whether you use skills such as the following:

- Protecting and reassuring children while conducting an emergency drill according to established procedures. (You will conduct an emergency drill as part of the competency assessment.)
- Responding quickly and calmly to children in distress.
- Intervening immediately when children are involved in unsafe play.
- Maintaining appropriate child-adult ratios and group sizes.
- Following a daily schedule that provides time for active and quiet play so that children do not get overtired and have accidents.
- Involving children in making the program’s safety rules.
- Explaining rules and procedures for sports and games before play begins.
- Teaching children proper procedures for using, cleaning up, and storing equipment and supplies.
- Modeling ways to take risks.
- Talking with children about potential hazards in the environment.
- Teaching children to observe safety rules when away from the program.
- Reminding children of safety rules and encouraging them to remind each other.
- Changing activities when children are too excited, angry, or tired to play safely.
Competency Assessment
Module 2: Healthy

Before the observation period your trainer will assess whether you use skills such as the following:

- Checking the facility daily for adequate ventilation and lighting, comfortable room temperature, and good sanitation.
- Placing tissues, paper towels, and soap within children’s reach.
- Providing resources on health and hygiene, such as magazines, books, pamphlets, and visiting health professionals.
- Keeping a supply of sanitary pads and tampons in the girls’ bathroom and making sure girls know where they are.
- Stating the applicable laws and regulations related to reporting child abuse and neglect, and describing the signs of possible child maltreatment.

Your trainer will review records from this observation and others conducted in the last month to assess whether you use skills such as the following:

- Opening windows daily to let in fresh air (if needed during observation period).
- Cleaning and disinfecting surfaces before using for food preparation.
- Washing hands and encouraging children to wash theirs using techniques recommended by the Centers for Disease Control.
- Completing daily health checks and observing children for signs of illness.
- Providing opportunities for children to plan, prepare, and serve meals and snacks.
- Offering self-service snack so children can determine when, what, and how much to eat.
- Serving relaxed “family-style” meals and encouraging children to try new foods.
- Encouraging children to drink water and take breaks when exercising or outdoors on hot days.
- Modeling habits that promote good health and nutrition.
- Maintaining a positive, relaxed atmosphere to reduce tension and stress.
- Helping children learn ways to recognize, reduce, and cope with stress.
- Using a flexible schedule so children can rest, relax, be active, and eat as needed.
- Responding to children in caring ways while avoiding situations that might result in accusations of abuse or neglect.
- Being alert to changes in children’s behavior that may signal abuse or neglect.
- Following Military Service regulations that minimize the risk of child abuse and neglect.
Competency Assessment
Module 3: Out-of-School Environments

Before the observation period your trainer will assess whether you use skills such as the following:

- Creating a variety of well-equipped, inviting, and responsive interest areas.
- Rotating interest areas or creating sub-areas to reflect changing skills and interests.
- Using furniture, tape, or floor coverings to define interest area boundaries.
- Arranging for regular use of indoor and outdoor areas for large muscle play.
- Coordinating with other installation programs that offer other activities for youth.
- Locating interest areas near resources (such as light and water) used in the area.
- Locating interest areas so that quiet and noisy activities are separate and children do not get in each other’s way.
- Storing materials that are used together, near each other.
- Displaying materials on labeled shelves so children can choose what they want to do and return items when finished using them.
- Providing materials that reflect diversity and show no bias.
- Providing sufficient space for children to safely store their belongings and long-term projects or works in progress.
- Providing comfortable indoor and outdoor areas where children can be alone.
- Adapting the environment, if necessary, to make it appropriate for children with special needs.
- Using portable items such as baskets and carts to arrange materials in shared space.

Your trainer will review records from this observation and others conducted in the last month to assess whether you use skills such as the following:

- Involving children in setting up and dismantling the environment in shared space.
- Supporting older children as they create spaces designated for their use only.
- Seeking children’s ideas and suggestions for arranging the environment.
- Offering a variety of open-ended materials children can use in different ways.
- Providing materials that allow children to be successful and provide appropriate challenges encourage continued growth.
- Offering a variety of materials and equipment to meet a wide range of skills.
- Observing, talking with listening to, and surveying children to determine their interests.
- Providing materials that build on interests children develop outside the program.
- Following a schedule that allows children to choose what they want to do most of the time.
- Providing sufficient time in the schedule for children to carry out their plans and do long-term projects.
- Offering a balance of simultaneous activity choices (active and quiet; indoor and outdoor; individual, small group, and large group.)
- Scheduling time for children to nap or rest after morning kindergarten.
- Including sufficient time for clean-up at the end of morning, afternoon, and full-day sessions.
- Setting up a self-service snack area.
- Allowing children to meet their personal needs on individual schedules.
- Playing different roles, for example, leader, observer, listener, facilitator, adult friend, and participant.
- Working with children to develop rules and limits related to using the environment.
- Managing transitions so children do not have to wait with nothing to do.
Competency Assessment
Module 4: Physical

Your trainer will review records from this observation and others conducted in the last month to assess whether you use skills such as the following:

- Providing space and time for children to engage in active play every day.
- Encouraging children when they are learning new skills and providing assistance upon request.
- Suggesting ways children can coordinate movement of their large and small muscles.
- Helping children develop an awareness of rhythm so they can coordinate their movements.
- Observing and recording information about each child’s physical strengths, interests, and needs.
- Providing a variety of materials and activities to challenge a wide range of physical capabilities.
- Introducing children to games and activities that encourage physical development and cooperation.
- Encouraging children to make up and organize their own games.
- Encouraging children to use their large muscles in daily routines.
- Planning and implementing increasingly difficult activities in which large muscles are used and that promote development of physical skills used in sports and games.
- Providing activities, materials, and equipment that allow all children to develop and maintain physical fitness.
- Making sure that children take breaks from vigorous activity and drink plenty of water to prevent dehydration.
- Introducing new games and activities regularly so children learn different ways to use their muscles.
- Encouraging children to keep track of their own progress rather than comparing themselves to others.
- Providing activities, materials, and equipment that accommodate different fine motor skill levels.
- Planning and implementing increasingly difficult activities in which small muscles are used.
- Offer children opportunities to learn real skills as well as to explore materials on their own.
- Following up on projects led by staff by providing materials children can explore on their own.
- Providing relaxing activities such as playdough or sand and water play that encourage fine motor development.
- Providing materials that fit together such as puzzles and Legos, so children can use their fine motor skills.
Competency Assessment
Module 5: Cognitive

Your trainer will review records from this observation and others conducted in the last month to assess whether you use skills such as the following:

- Supplying materials that allow children to pursue and develop special talents.
- Offering children space and time to develop and carry out their plans.
- Creating discovery boxes on topics such as magnets, static electricity, solar energy, and weather.
- Offering a wide range of books and magazines that reflect children’s diverse interests.
- Providing open-ended materials that children can explore and use in many different ways.
- Providing materials that help children learn to classify, sequence, and understand cause and effect.
- Accepting and respecting children’s ideas, suggestions, and solutions.
- Asking recall questions to help children describe what they know, remember the past, and relate the past to the present.
- Asking convergent questions to help children think about cause and effect or to make predictions.
- Asking divergent questions so children can think of several possible ideas or solutions.
- Asking evaluative questions so children learn to make judgments.
- Exposing children to new information, ideas, concepts, and experiences.
- Talking to and questioning children about what they are observing and learning.
- Encouraging children to make decisions and solve problems on their own, without adult assistance.
- Encouraging children’s emerging sense of humor by suggesting they write and share riddles, jokes and limericks.
- Involving children in planning and evaluating the program’s routines and activities.
- Planning activities that allow children to explore natural science and the outdoor environment.
- Providing opportunities for children to participate in and learn about the real world.
- Following a schedule that allows children to choose what they want to do and provides enough time for long-term projects.
- Involving children in setting rules and establish procedures for the program’s operations.
- Allowing children plenty of time to talk to each other and to the staff.
- Providing opportunities for children to demonstrate their growing cognitive skills and apply them to new situations.
- Introducing children to the steps in the scientific method.
Competency Assessment
Module 6: Communication

Your trainer will review records from this observation and others conducted in the last month to assess whether you use skills such as the following:

- Arranging the environment so there are places where children can work, play, and talk in small groups.
- Providing materials, time, and space for children to make up their own games and activities.
- Providing props, costumes, and other materials that encourage language development activities such as dramatic play, making up skits, and puppetry.
- Stocking the quiet area with materials that encourage writing such as pens, pencils, paper, book-binding materials, and a computer, if available.
- Including reading and writing materials in all interest areas, for example, pencils and paper in the science and nature area so children can record the results of their experiments.
- Providing (or arranging for use of) audio and video tape equipment children can use to record their storytelling, plays, skits, and other creations.
- Including books, magazines, and reference materials in the quiet area in response to children’s interests and expose them to new ideas and topics.
- Designating the quiet area as a place where children can do homework and respond to children’s requests for assistance.
- Using printing rather than cursive writing on signs, bulletin boards, and other written materials directed at children.
- Asking open-ended questions to encourage children to think and express their ideas.
- Using your knowledge of developmental stages to promote communication.
- Accepting children’s use of slang and popular expressions while serving as a model for standard use of language.
- Reminding children to review the rules before beginning a game or sport so all players can agree on how to play the game and keep score.
- Listening attentively to what children have to say and show respect for their ideas.
- Observing children’s nonverbal cues (for example, body language, dramatic play, drawings, stories) and using the cues to ask questions about their ideas and feelings.
- Encouraging children to read and write for pleasure, not because they must complete assigned work.
- Helping children find the words to express their ideas and feelings.
- Helping children express their feelings and discuss problems verbally rather than using aggression to solve a problem.
- Using group meetings as opportunities for children to share their ideas, raise concerns, and discuss solutions.

- Encouraging children to share folklore, oral traditions, stories, songs, and books that reflect their family backgrounds.

- Helping children plan and implement special interest clubs that use or explore communication skills, for example, publishing a newspaper, planting a garden, discussing favorite books, or learning about television production.

- Offering materials and activities that respond to children’s individual and developmental skills and interests.

- Using the different languages spoken by children and their families to enrich the program’s language environment.

- Keeping in touch with the elementary schools attended by children from the school-age program to find out what materials and activities the program could offer to build on or enrich the experiences offered in school.

- Planning trips and special activities to expand children’s language skills and interests.

- Building opportunities for children to develop and use communication skills into all program activities, not just those specifically related to reading, writing, and speaking.

- Teaching children communication skills they can use throughout their lives.
Competency Assessment
Module 7: Creative

Your trainer will review records from this observation and others conducted in the last month to assess whether you use skills such as the following:

- Providing open-ended materials with which children can do many things.
- Arranging the environment so children can spread out, explore, and be messy.
- Providing sufficient storage space for projects and creations that cannot be completed in one day.
- Allowing creations to stay in place for several days so children can continue using them and possibly expand them.
- Following a daily schedule that includes long blocks of time when children are free to organize their own games and activities without adult involvement.
- Providing sufficient time in the daily schedule for children to make plans and carry them out.
- Surrounding children with examples of creative work.
- Storing materials and equipment where children can easily select, replace, and care for them without adult assistance.
- Offering materials that allow children to explore subjects and interests introduced at school or through experiences such as field trips.
- Valuing the characteristics that make each child a unique individual.
- Helping children understand that it takes hard work and practice to develop their talents.
- Encouraging children to take risks, learn from their mistakes, and try again.
- Helping children learn to use both convergent and divergent creative thinking.
- Inviting children to display or share the results of their creative work.
- Calling attention to sensory experiences.
- Asking a variety of questions that encourage children to think about things in new ways.
- Accepting and valuing each child's unique creative expression.
- Modeling creativity by sharing her or his interests, taking risks, and solving problems.
- Encouraging children to express their ideas and feelings.
- Offering activities that introduce new ideas and allow children to develop and carry out their own plans.
- Extending younger children's dramatic play.
- Introducing children to brainstorming so they can use it as a problem-solving tool.
• Planning a variety of activities that introduce children to drama, dance, music, literature, film, and the many forms of visual art—for example, painting, drawing, sculpture.

• Helping children develop specific skills they can use in their creative work.

• Responding to children’s ideas for projects and activities.

• Avoiding use of coloring books, pre-packaged craft projects, and dittos.
Competency Assessment
Module 8: Self

Your trainer will review records from this observation and others conducted in the last month to assess whether you use skills such as the following:

- Observing children to identify what makes them unique and to let them know you value their individuality.
- Listening carefully to children and taking their concerns seriously without interrupting, judging, or giving unasked-for advice.
- Showing children in many ways that they are appreciated, valued, and enjoyed.
- Working with colleagues to make sure each child receives the individual attention he or she needs.
- Letting children know they are cared for by offering a gentle physical or nonverbal contact—a hug, a touch, a smile.
- Identifying children’s interests through observation, surveys, and conversation; using the information to plan activities and provide materials.
- Offering a wide variety of activities that do not limit children’s options because of individual differences; making no biased remarks.
- Helping children learn about and appreciate a variety of cultures and ethnic groups, including their own.
- Modeling recognition of personal efforts and accomplishments through self-praise.
- Using genuine praise and recognition to acknowledge children’s efforts and accomplishments.
- Encouraging children to see their own progress and successes and to praise themselves.
- Offering competitive sports and games that help children learn to value fairness, cooperation, and personal growth.
- Providing opportunities for children to develop leadership skills.
- Helping children deal with setbacks by accepting their feelings and failures and responding respectfully.
- Encouraging children to solve their own problems; intervening only when it seems they can’t find a solution or when someone might get hurt.
- Involving children in the program’s daily operations and weekly chores.
- Providing a wide variety of materials, equipment, and activities to meet a wide range of abilities.
- Allowing children to use their growing independence in safe and age-appropriate ways.
- Providing children with time and resources needed to pursue their interests or master a skill.
- Allowing children to choose what they want to do and to choose not to participate in an activity.
- Helping children gain the skills they need to complete a task so they can overcome fear of failure.
Competency Assessment
Module 9: Social

Your trainer will review records from this observation and others conducted in the last month to assess whether you use skills such as the following:

- Observing and listening to learn how each child relates to the others in the program.
- Encouraging children to help each other.
- Encouraging children to solve their own conflicts.
- Observing and assisting children who have difficulty being accepted by their peers.
- Providing enough time in the schedule for self-selected activities so children can decide with whom they would like to be.
- Accepting children's need to establish their own identities as they use slang and create a culture separate from adults.
- Identifying your own feelings when appropriate to model acceptable ways to express feelings.
- Accepting children's feelings while helping them learn to control their actions.
- Encouraging children to value what makes each person a unique individual.
- Using group meetings to solve problems that involve all the children.
- Modeling positive ways to interact with other people of all ages.
- Planning multi-age activities that encourage cooperation and allow older children to play the role of leader and mentor.
- Involving children in establishing rules that encourage use of social skills.
- Providing a variety of props and prop boxes that encourage children to explore their world.
- Providing books that help children deal with their feelings about friendship, conflicts, ethnic diversity, and similar topics.
- Providing opportunities for children to belong to groups.
- Offering opportunities for children to be involved in the community.
- Inviting community members to share their special knowledge and skills with the children.
Competency Assessment
Module 10: Guidance

Your trainer will review records from this observation and others conducted in the last month to assess whether you use skills such as the following:

- Following a daily schedule that allows children to choose their own activities.
- Making sure there are no safety hazards in the environment.
- Offering a variety of activities, materials, and equipment that respond to children’s developmental and individual needs and interests.
- Involving children in setting limits and making rules.
- Involving children in planning activities and selecting materials and equipment.
- Planning some games and activities that encourage cooperation rather than competition.
- Arranging the environment to encourage appropriate behavior (for example, creating clear traffic patterns so children don’t get in each other’s way).
- Speaking to children with the same tone and respect used with adults.
- Considering the possible reasons for the child’s behavior.
- Redirecting children from inappropriate to appropriate behavior (for example, from play wrestling in the quiet area to playing a game in the gym).
- Giving children opportunities to handle their disagreements without adult assistance.
- Stating directions and reminding children of rules in positive terms.
- Using genuine, positive praise when children use appropriate behavior.
- Discussing children’s misbehavior in private conversations.
- Allowing children to experience the natural and logical consequences of their behavior.
- Offering assistance to children who are out of control.
- Listening to and accepting children’s angry feelings while helping them understand the consequences of expressing those feelings inappropriately.
- Talking to children about their day at school, their friends, their concerns, and their feelings.
- Holding group meetings during which children can raise concerns and grievance and work together to solve problems.
- Modeling appropriate ways to express negative feelings.
- Providing creative outlets for expressing strong feelings.
- Working with parents to help a child with a problem express his or her feelings in acceptable ways.
- Teaching children how to use conflict resolution techniques to resolve their differences.
Competency Assessment
Module 11: Families

Prior to the observation period your trainer will assess whether you use skills such as the following:

- Holding parent-staff conferences to share information about each child’s progress and to make plans for the future.
- Using a variety of communication strategies to inform parents about the program.
- Surveying parents’ needs and interests and providing appropriate workshops and resources.
- Offering a variety of ways to participate in the program to accommodate parents’ varied schedules, skills, and interests.
- Holding regularly scheduled parent meetings and informal family events at times that are convenient for most parents.
- Providing an orientation for new parents so they can get to know staff and learn what children do each day.
- Provide information on the developmental stages of children.

Your trainer will review records from this observation (either drop-off or pick-up time) and others conducted in the last month to assess whether you use skills such as the following:

- Learning the names of all parents and something about them to build trust.
- Sharing information about yourself with parents to help them feel comfortable with who is caring for their child.
- Sharing interesting, positive information about each child’s day.
- Encouraging parents to visit the program at any time.
- Letting parents know their contributions are appreciated.
- Suggesting ways to coordinate the child’s program and home experiences.
- Asking parents to share information about their child’s interests and using this information to individualize the program.
- Responding to parents’ questions, and waiting to be asked before offering advice.
- Giving parents information about their child’s routines, for example, that the child didn’t eat snack.
- Involving parents often in making decisions about their child’s activities at the program.
- Maintaining confidentiality about all children and families.
- Working with parents to help them develop their own strategies for handling a difficult behavior.
- Recognizing when parents are under stress and offering additional support.
- Introducing parent to others who live in the same neighborhood or have children of similar ages.
- Making an effort to get to know all the parents in the program.
- Notifying a supervisor when it seems that parents need professional help.
Competency Assessment
Module 12: Program Management

Your trainer will review records from this observation (including a staff planning meeting) and others conducted in the last month to assess whether you use skills such as the following:

- Using systematic, objective observation to record what children say and do.
- Observing children in different settings and at different times of the day.
- Conducting observations for specific reasons.
- Recording many instances of a child’s actions before drawing conclusions.
- Using all opportunities to gather information about children.
- Asking parents for information about their children’s interests and activities.
- Sharing observation information with parents and encouraging them to help their children grow and develop.
- Working with colleagues to develop a schedule for conducting regular observations of all children.
- Conducting periodic joint observations to ensure accuracy.
- Participating in regular staff meetings to plan and evaluate the program.
- Discussing observation recordings with colleagues when planning for individuals and for the group.
- Using parent surveys and open-ended questionnaires to collect information about children and to evaluate the program.
- Involving children in planning and evaluating the program.
- Changing aspects of the program to address individual cultures, interests, needs, and abilities.
- Conducting periodic surveys to identify children’s interests and to encourage them to evaluate the program.
- Identifying shared interests and helping children form clubs to explore them.
- Appreciating and using the strengths of other team members.
- Coordinating with appropriate resources on and off the installation.
- Using creative thinking skills in planning and problem-solving.
- Meeting and talking with colleagues and the supervisor to provide input on program issues.
- Stating program policies and procedures and/or know where to find them.
- Reviewing program policies before starting a new task.
- Completing management tasks according to a schedule.
- Following the program's system for accurate and timely recordkeeping.
- Providing substitute staff with adequate information about the program.
- Answering parents' questions about program policies and procedures; referring to the supervisor when appropriate.
Appendix B

Trainer Observation Forms for Competency Assessments
Prior to the observation period, assess the following criteria.

The Competent Staff Member Will:

Conduct safety checks (daily and monthly, indoor and outdoor); remove or repair unsafe items; keep safety equipment in good condition; and maintain first-aid and safety supplies.
[ ] met     [ ] partially met     [ ] not met

Check daily to see that equipment and supplies are cleaned up and stored appropriately.
[ ] met     [ ] partially met     [ ] not met

Arrange the program space so there are clear traffic paths and exits.
[ ] met     [ ] partially met     [ ] not met

Designate separate areas for quiet and active play to avoid congestion and collisions.
[ ] met     [ ] partially met     [ ] not met

Arrange the environment so that children and staff are visible at all times.
[ ] met     [ ] partially met     [ ] not met

Make sure there is an accessible telephone in working order.
[ ] met     [ ] partially met     [ ] not met

Limit access to supplies and equipment for children who do not yet have the skills and judgment to use them safely.
[ ] met     [ ] partially met     [ ] not met

State the correct procedures to follow when there is an accident or emergency.
[ ] met     [ ] partially met     [ ] not met

Maintain up-to-date emergency telephone numbers for all parents.
[ ] met     [ ] partially met     [ ] not met

Post emergency phone numbers for children’s parents, police, fire, ambulance, and poison control next to the telephone.
[ ] met     [ ] partially met     [ ] not met

Review your records from this observation and others conducted in the last month; score each criterion of competence that you can substantiate.

The Competent Staff Member Will:

Protect and reassure children while conducting an emergency drill according to established procedures.
[ ] met     [ ] partially met     [ ] not met

Respond quickly and calmly to children in distress.
[ ] met     [ ] partially met     [ ] not met

Intervene immediately when children are involved in unsafe play.
[ ] met     [ ] partially met     [ ] not met

Maintain appropriate child-adult ratios and group sizes.
[ ] met     [ ] partially met     [ ] not met

Follow a daily schedule that provides time for active and quiet play so that children do not get overtired and have accidents.
[ ] met     [ ] partially met     [ ] not met

Involve children in making the program’s safety rules.
[ ] met     [ ] partially met     [ ] not met

Explain rules and procedures for sports and games before play begins.
[ ] met     [ ] partially met     [ ] not met
### MODULE 1: SAFE (continued)

**The Competent Staff Member Will:**

| Teach children proper procedures for using, cleaning up, and storing equipment and supplies. |
| [ ] met | [ ] partially met | [ ] not met |

| Model ways to take risks. |
| [ ] met | [ ] partially met | [ ] not met |

| Talk with children about potential hazards in the environment. |
| [ ] met | [ ] partially met | [ ] not met |

Teach children to observe safety rules when away from the program.

[ ] met | [ ] partially met | [ ] not met

Remind children of safety rules and encourage them to remind each other.

[ ] met | [ ] partially met | [ ] not met

Change activities when children are too excited, angry, or tired to play safely.

[ ] met | [ ] partially met | [ ] not met
Prior to the observation period, assess the following criteria.

The Competent Staff Member Will:

Check the facility daily for adequate ventilation and lighting, comfortable room temperature, and good sanitation.
- [ ] met
- [ ] partially met
- [ ] not met

Place tissues, paper towels, and soap within children’s reach.
- [ ] met
- [ ] partially met
- [ ] not met

Provide resources on health and hygiene, such as magazines, books, pamphlets, and visiting health professionals.
- [ ] met
- [ ] partially met
- [ ] not met

Keep a supply of sanitary pads and tampons in the girls’ bathroom and make sure girls know where they are.
- [ ] met
- [ ] partially met
- [ ] not met

State the applicable laws and regulations related to reporting child abuse and neglect, and describe the signs of possible child maltreatment.
- [ ] met
- [ ] partially met
- [ ] not met

Review your records from this observation and others conducted in the last month; score each criterion of competence that you can substantiate.

The Competent Staff Member Will:

Open windows daily to let in fresh air (if needed during observation period).
- [ ] met
- [ ] partially met
- [ ] not met

Clean and disinfect surfaces before using for food preparation.
- [ ] met
- [ ] partially met
- [ ] not met

Wash hands and encourage children to wash theirs using techniques recommended by the Centers for Disease Control.
- [ ] met
- [ ] partially met
- [ ] not met

Complete daily health checks and observe children for signs of illness.
- [ ] met
- [ ] partially met
- [ ] not met

Provide opportunities for children to plan, prepare, and serve meals and snacks.
- [ ] met
- [ ] partially met
- [ ] not met

Offer self-service snack so children can determine when, what, and how much to eat.
- [ ] met
- [ ] partially met
- [ ] not met

Serve “family-style” meals and eat with children in a relaxing manner.
- [ ] met
- [ ] partially met
- [ ] not met

Encourage children to drink water and take breaks when exercising or outdoors on hot days.
- [ ] met
- [ ] partially met
- [ ] not met

Model habits that promote good health and nutrition.
- [ ] met
- [ ] partially met
- [ ] not met

Maintain a positive, relaxed atmosphere to reduce tension and stress.
- [ ] met
- [ ] partially met
- [ ] not met

Help children learn ways to recognize, reduce, and cope with stress.
- [ ] met
- [ ] partially met
- [ ] not met

Use a flexible schedule so children can rest, relax, be active, and eat as needed.
- [ ] met
- [ ] partially met
- [ ] not met

Respond to children in caring ways while avoiding situations that might result in accusations of abuse or neglect.
- [ ] met
- [ ] partially met
- [ ] not met

Be alert to changes in children’s behavior that may signal abuse or neglect.
- [ ] met
- [ ] partially met
- [ ] not met

Follow Military Service regulations that minimize the risk of child abuse and neglect.
- [ ] met
- [ ] partially met
- [ ] not met
## Module 3: Out-of-School Environments (continued)

**Prior to the observation period, assess the following criteria:**

### The Competent Staff Member Will:

| Create a variety of well-equipped, inviting, and responsive interest areas. | [ ] met  [ ] partially met  [ ] not met |
|---|---|---|
| Rotate interest areas or create sub-areas to reflect changing skills and interests. | [ ] met  [ ] partially met  [ ] not met |
| Use furniture, tape, or floor coverings to define interest area boundaries. | [ ] met  [ ] partially met  [ ] not met |
| Arrange for regular use of indoor and outdoor areas for large muscle play. | [ ] met  [ ] partially met  [ ] not met |
| Coordinate with other installation programs that offer other activities for youth. | [ ] met  [ ] partially met  [ ] not met |
| Locate interest areas near resources (such as light and water) used in the area. | [ ] met  [ ] partially met  [ ] not met |
| Locate interest areas so that quiet and noisy activities are separate and children do not get in each other's way. | [ ] met  [ ] partially met  [ ] not met |
| Store materials used together, near each other. | [ ] met  [ ] partially met  [ ] not met |
| Display materials on labeled shelves so children can choose what they want to do and return items when finished using them. | [ ] met  [ ] partially met  [ ] not met |

**Provide materials that reflect diversity and show no bias.**

| [ ] met  [ ] partially met  [ ] not met |
|---|---|---|

**Provide sufficient space for children to safely store their belongings.**

| [ ] met  [ ] partially met  [ ] not met |
|---|---|---|

**Provide comfortable indoor and outdoor areas where children can be alone.**

| [ ] met  [ ] partially met  [ ] not met |
|---|---|---|

**Adapt the environment, if necessary, to make it appropriate for children with special needs.**

| [ ] met  [ ] partially met  [ ] not met |
|---|---|---|

**Use portable items (baskets, carts) to arrange materials in shared space.**

| [ ] met  [ ] partially met  [ ] not met |
|---|---|---|

**Review your records from this observation and others conducted in the last month; score each criterion of competence that you can substantiate.**

### The Competent Staff Member Will:

| Involve children in setting up and dismantling the environment in shared space. | [ ] met  [ ] partially met  [ ] not met |
|---|---|---|
| Support older children as they create spaces designated for their use only. | [ ] met  [ ] partially met  [ ] not met |
| Seek children's ideas and suggestions for arranging the environment. | [ ] met  [ ] partially met  [ ] not met |
| Offer a variety of open-ended materials children can use in different ways. | [ ] met  [ ] partially met  [ ] not met |
### MODULE 3: OUT-OF-SCHOOL ENVIRONMENTS (continued)

#### The Competent Staff Member Will:

<table>
<thead>
<tr>
<th>Task</th>
<th>[ ] met</th>
<th>[ ] partially met</th>
<th>[ ] not met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide materials that allow children to be successful and provide appropriate challenges to encourage continued growth.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offer a variety of materials and equipment to meet a wide range of skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe, talk with, listen to, and survey children to determine their interests.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide materials that build on interests children develop outside the program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow a schedule that allows children to choose what they want to do most of the time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide sufficient time in the schedule for children to carry out their plans and do long-term projects.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offer a balance of simultaneous activity choices (active and quiet; indoor and outdoor; individual, small group, and large group).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schedule time for children to nap or rest after morning kindergarten.</th>
<th>[ ] met</th>
<th>[ ] partially met</th>
<th>[ ] not met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include sufficient time for clean-up at the end of morning, afternoon, and full-day sessions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set up a self-service snack area.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allow children to meet their personal needs on individual schedules.</td>
<td>[ ] met</td>
<td>[ ] partially met</td>
<td>[ ] not met</td>
</tr>
<tr>
<td>Play different roles, for example, leader, observer, listener, facilitator, adult friend, and participant.</td>
<td>[ ] met</td>
<td>[ ] partially met</td>
<td>[ ] not met</td>
</tr>
<tr>
<td>Work with children to develop rules and limits related to using the environment.</td>
<td>[ ] met</td>
<td>[ ] partially met</td>
<td>[ ] not met</td>
</tr>
<tr>
<td>Manage transitions so children do not have to wait with nothing to do.</td>
<td>[ ] met</td>
<td>[ ] partially met</td>
<td>[ ] not met</td>
</tr>
</tbody>
</table>
**MODULE 4: PHYSICAL (continued)**

<table>
<thead>
<tr>
<th>Review your records from this observation and others conducted in the last month; score each criterion of competence that you can substantiate.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Competent Staff Member Will:</strong></td>
</tr>
<tr>
<td>Provide space and time for children to engage in active play every day. [ ] met [ ] partially met [ ] not met</td>
</tr>
<tr>
<td>Encourage children when they are learning new skills and provide assistance upon request. [ ] met [ ] partially met [ ] not met</td>
</tr>
<tr>
<td>Suggest ways children can coordinate movement of their large and small muscles. [ ] met [ ] partially met [ ] not met</td>
</tr>
<tr>
<td>Help children develop an awareness of rhythm so they can coordinate their movements. [ ] met [ ] partially met [ ] not met</td>
</tr>
<tr>
<td>Observe and record information about each child's physical strengths, interests, and needs. [ ] met [ ] partially met [ ] not met</td>
</tr>
<tr>
<td>Provide a variety of materials and activities to challenge a wide range of physical capabilities. [ ] met [ ] partially met [ ] not met</td>
</tr>
<tr>
<td>Introduce children to games and activities that encourage physical development and cooperation. [ ] met [ ] partially met [ ] not met</td>
</tr>
<tr>
<td>Encourage children to make up and organize their own games. [ ] met [ ] partially met [ ] not met</td>
</tr>
<tr>
<td>Encourage children to use their large muscles during daily routines. [ ] met [ ] partially met [ ] not met</td>
</tr>
<tr>
<td>Plan and implement increasingly difficult activities in which large muscles are used and that promote development of physical skills used in sports and games. [ ] met [ ] partially met [ ] not met</td>
</tr>
<tr>
<td>Provide activities, materials, and equipment that allow all children to develop and maintain physical fitness. [ ] met [ ] partially met [ ] not met</td>
</tr>
<tr>
<td>Make sure that children take breaks from vigorous activity and drink plenty of water to prevent dehydration. [ ] met [ ] partially met [ ] not met</td>
</tr>
<tr>
<td>Introduce new games and activities regularly so children learn different ways to use their muscles. [ ] met [ ] partially met [ ] not met</td>
</tr>
<tr>
<td>Encourage children to keep track of their own progress, rather than comparing themselves to others. [ ] met [ ] partially met [ ] not met</td>
</tr>
<tr>
<td>Provide activities, materials, and equipment that require children to use their small muscles. [ ] met [ ] partially met [ ] not met</td>
</tr>
<tr>
<td>Plan and implement increasingly difficult activities in which small muscles are used. [ ] met [ ] partially met [ ] not met</td>
</tr>
<tr>
<td>The Competent Staff Member Will:</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>Offer children opportunities to learn real skills as well as to explore materials on their own.</td>
</tr>
<tr>
<td>Follow up on projects led by staff by providing materials children can explore on their own.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
**MODULE 5: COGNITIVE (continued)**

Review your records from this observation and others conducted in the last month; score each criterion of competence that you can substantiate.

**The Competent Staff Member Will:**

Supply materials that allow children to pursue and develop special talents.  
[ ] met  [ ] partially met  [ ] not met

Offer children space and time to develop and carry out their plans.  
[ ] met  [ ] partially met  [ ] not met

Create discovery boxes on topics such as magnets, static electricity, solar energy, and weather.  
[ ] met  [ ] partially met  [ ] not met

Offer a wide range of books and magazines that reflect children’s diverse interests.  
[ ] met  [ ] partially met  [ ] not met

Provide open-ended materials that children can explore and use in many different ways.  
[ ] met  [ ] partially met  [ ] not met

Provide materials that help children learn to classify, sequence, and understand cause and effect.  
[ ] met  [ ] partially met  [ ] not met

Accept and respect children’s ideas, suggestions, and solutions.  
[ ] met  [ ] partially met  [ ] not met

Ask recall questions to help children describe what they know, remember the past, and relate the past to the present.  
[ ] met  [ ] partially met  [ ] not met

Ask convergent questions to help children think about cause and effect or to make predictions.  
[ ] met  [ ] partially met  [ ] not met

Ask divergent questions so children can think of several possible ideas or solutions.  
[ ] met  [ ] partially met  [ ] not met

Ask evaluative questions so children learn to make judgments.  
[ ] met  [ ] partially met  [ ] not met

Expose children to new information, ideas, concepts, and experiences.  
[ ] met  [ ] partially met  [ ] not met

Talk to and question children about what they are observing and learning.  
[ ] met  [ ] partially met  [ ] not met

Encourage children to make decisions and solve problems on their own, without adult assistance.  
[ ] met  [ ] partially met  [ ] not met

Encourage children’s emerging sense of humor by suggesting they write and share riddles, jokes and limericks.  
[ ] met  [ ] partially met  [ ] not met

Involve children in planning and evaluating the program’s routines and activities.  
[ ] met  [ ] partially met  [ ] not met

Plan activities that allow children to explore natural science and the outdoor environment.  
[ ] met  [ ] partially met  [ ] not met
<table>
<thead>
<tr>
<th>Module 5: Cognitive (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Competent Staff Member Will:</td>
</tr>
<tr>
<td>Provide opportunities for children to participate in and learn about the real world. [ ] met [ ] partially met [ ] not met</td>
</tr>
<tr>
<td>Follow a schedule that allows children to choose what they want to do and provides enough time for long-term projects. [ ] met [ ] partially met [ ] not met</td>
</tr>
<tr>
<td>Introduce children to the steps in the scientific method. [ ] met [ ] partially met [ ] not met</td>
</tr>
<tr>
<td>Allow children plenty of time to talk to each other and to the staff. [ ] met [ ] partially met [ ] not met</td>
</tr>
<tr>
<td>Provide opportunities for children to demonstrate their growing cognitive skills and apply them to new situations. [ ] met [ ] partially met [ ] not met</td>
</tr>
</tbody>
</table>
MODULE 6: COMMUNICATION (continued)

Review your records from this observation and others conducted in the last month; score each criterion of competence that you can substantiate.

The Competent Staff Member Will:

- Arrange the environment so there are places where children can work, play, and talk in small groups.
  - [ ] met  [ ] partially met  [ ] not met

- Provide materials, time, and space for children to make up their own games and activities.
  - [ ] met  [ ] partially met  [ ] not met

- Provide props, costumes, and other materials that encourage language development activities such as dramatic play, making up skits, and puppetry.
  - [ ] met  [ ] partially met  [ ] not met

- Stock the quiet area with materials that encourage writing such as pens, pencils, paper, book-binding materials, and a computer, if available.
  - [ ] met  [ ] partially met  [ ] not met

- Include reading and writing materials in all interest areas.
  - [ ] met  [ ] partially met  [ ] not met

- Provide (or arrange for use of) audio and video tape equipment children can use to record their storytelling, plays, skits, and other creations.
  - [ ] met  [ ] partially met  [ ] not met

- Include books, magazines, and reference materials in the quiet area that respond to children's interests and expose them to new ideas and topics.
  - [ ] met  [ ] partially met  [ ] not met

- Designate the quiet area as a place where children can do homework and respond to children's requests for assistance.
  - [ ] met  [ ] partially met  [ ] not met

- Use printing rather than cursive writing on signs, bulletin boards, and other written materials directed at children.
  - [ ] met  [ ] partially met  [ ] not met

- Ask open-ended questions to encourage children to think and express their ideas.
  - [ ] met  [ ] partially met  [ ] not met

- Use your knowledge of developmental stages to promote communication.
  - [ ] met  [ ] partially met  [ ] not met

- Accept children's use of slang and popular expressions while serving as a model for standard use of language.
  - [ ] met  [ ] partially met  [ ] not met

- Remind children to review the rules before beginning a game or sport so all players can agree on how to play and keep score.
  - [ ] met  [ ] partially met  [ ] not met

- Listen attentively to what children have to say and show respect for their ideas.
  - [ ] met  [ ] partially met  [ ] not met

- Observe children's nonverbal cues and use them to ask questions about their ideas and feelings.
  - [ ] met  [ ] partially met  [ ] not met

- Encourage children to read and write for pleasure, not because they must complete assigned work.
  - [ ] met  [ ] partially met  [ ] not met

- Help children express their feelings and discuss problems verbally rather than using aggression to solve a problem.
  - [ ] met  [ ] partially met  [ ] not met

- Help children find the words to express their ideas and feelings.
  - [ ] met  [ ] partially met  [ ] not met
**MODULE 6: COMMUNICATION (continued)**

<table>
<thead>
<tr>
<th>The Competent Staff Member Will:</th>
<th>Keep in touch with the elementary schools attended by children from the school-age program to find out what materials and activities the program could offer to build on or enrich the experiences offered in school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use group meetings as opportunities for children to share their ideas, raise concerns, and discuss solutions.</td>
<td>[ ] met [ ] partially met [ ] not met</td>
</tr>
</tbody>
</table>
| Encourage children to share folklore, oral traditions, stories, songs, and books that reflect their family backgrounds. | Plan trips and special activities to expand children’s language skills and interests.  
[ ] met [ ] partially met [ ] not met                                                                                                                                 |
| Help children plan and implement special interest clubs that use or explore communication skills. | Build opportunities for children to develop and use communication skills into all program activities, not just those specifically related to reading, writing, and speaking.  
[ ] met [ ] partially met [ ] not met                                                                                                                                 |
| Offer materials and activities in response to children’s individual and developmental skills and interests. | Teach children communication skills they can use throughout their lives.  
[ ] met [ ] partially met [ ] not met                                                                                                                                                                |
| Use the different languages spoken by children and their families to enrich the program’s language environment. |                                                                                                                                                                                                      |
## MODULE 7: CREATIVE (continued)

Review your records from this observation and others conducted in the last month; score each criterion of competence that you can substantiate.

### The Competent Staff Member Will:

Provide open-ended materials with which children can do many things.
- [ ] met
- [ ] partially met
- [ ] not met

Arrange the environment so children can spread out, explore, and be messy.
- [ ] met
- [ ] partially met
- [ ] not met

Provide sufficient storage space for projects and creations that cannot be completed in one day.
- [ ] met
- [ ] partially met
- [ ] not met

Allow creations to stay in place for several days so children can continue using them and possibly expand them.
- [ ] met
- [ ] partially met
- [ ] not met

Follow a daily schedule that includes long blocks of time when children are free to organize their own games and activities without adult involvement.
- [ ] met
- [ ] partially met
- [ ] not met

Provide sufficient time in the daily schedule for children to make plans and carry them out.
- [ ] met
- [ ] partially met
- [ ] not met

Surround children with examples of creative work.
- [ ] met
- [ ] partially met
- [ ] not met

Store materials and equipment where children can easily select, replace, and care for them without adult assistance.
- [ ] met
- [ ] partially met
- [ ] not met

Offer materials that allow children to explore subjects and interests introduced at school or through experiences such as field trips.
- [ ] met
- [ ] partially met
- [ ] not met

Value the characteristics that make each child a unique individual.
- [ ] met
- [ ] partially met
- [ ] not met

Help children understand that it takes hard work and practice to develop their talents.
- [ ] met
- [ ] partially met
- [ ] not met

Encourage children to take risks, learn from their mistakes, and try again.
- [ ] met
- [ ] partially met
- [ ] not met

Help children learn to use both convergent and divergent creative thinking.
- [ ] met
- [ ] partially met
- [ ] not met

Invite children to display or share the results of their creative work.
- [ ] met
- [ ] partially met
- [ ] not met

Call attention to sensory experiences.
- [ ] met
- [ ] partially met
- [ ] not met

Ask a variety of questions that encourage children to think about things in new ways.
- [ ] met
- [ ] partially met
- [ ] not met

Accept and value each child's unique creative expression.
- [ ] met
- [ ] partially met
- [ ] not met

Model creativity by sharing her or his interests, taking risks, and solving problems.
- [ ] met
- [ ] partially met
- [ ] not met
### MODULE 7: CREATIVE (continued)

<table>
<thead>
<tr>
<th>The Competent Staff Member Will:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage children to express their ideas and feelings.</td>
<td></td>
</tr>
<tr>
<td>[ ] met [ ] partially met [ ] not met</td>
<td></td>
</tr>
<tr>
<td>Offer activities that introduce new ideas and allow children to develop and carry out their own plans.</td>
<td></td>
</tr>
<tr>
<td>[ ] met [ ] partially met [ ] not met</td>
<td></td>
</tr>
<tr>
<td>Extend younger children’s dramatic play.</td>
<td></td>
</tr>
<tr>
<td>[ ] met [ ] partially met [ ] not met</td>
<td></td>
</tr>
<tr>
<td>Introduce children to brainstorming so they can use it as a problem-solving tool.</td>
<td></td>
</tr>
<tr>
<td>[ ] met [ ] partially met [ ] not met</td>
<td></td>
</tr>
<tr>
<td>Plan a variety of activities that introduce children to drama, dance, music, film, literature, and the many forms of visual art—for example, painting, drawing, sculpture.</td>
<td></td>
</tr>
<tr>
<td>[ ] met [ ] partially met [ ] not met</td>
<td></td>
</tr>
<tr>
<td>Help children develop specific skills they can use in their creative work.</td>
<td></td>
</tr>
<tr>
<td>[ ] met [ ] partially met [ ] not met</td>
<td></td>
</tr>
<tr>
<td>Respond to children’s ideas for projects and activities.</td>
<td></td>
</tr>
<tr>
<td>[ ] met [ ] partially met [ ] not met</td>
<td></td>
</tr>
<tr>
<td>Avoid using coloring books, pre-packaged craft projects, and ditos.</td>
<td></td>
</tr>
<tr>
<td>[ ] met [ ] partially met [ ] not met</td>
<td></td>
</tr>
</tbody>
</table>
**Module 8: Self (continued)**

Review your records from this observation and others conducted in the last month; score each criterion of competence that you can substantiate.

The Competent Staff Member Will:

- Observe children to identify what makes them unique and let them know their individuality is valued.
  - [ ] met  [ ] partially met  [ ] not met

- Listen carefully to children and take their concerns seriously without interrupting, judging, or giving unasked-for advice.
  - [ ] met  [ ] partially met  [ ] not met

- Show children in many ways they are appreciated, valued, and enjoyed.
  - [ ] met  [ ] partially met  [ ] not met

- Work with colleagues to make sure each child receives the individual attention he or she needs.
  - [ ] met  [ ] partially met  [ ] not met

- Let children know they are cared for by offering gentle physical or nonverbal contact—a hug, a touch, a smile.
  - [ ] met  [ ] partially met  [ ] not met

- Identify children's interests through observation, surveys, and conversations; use the information to plan activities and provide materials.
  - [ ] met  [ ] partially met  [ ] not met

- Offer a wide variety of activities that do not limit children's options because of individual differences; make no biased remarks.
  - [ ] met  [ ] partially met  [ ] not met

- Help children learn about and appreciate a variety of cultures and ethnic groups, including their own.
  - [ ] met  [ ] partially met  [ ] not met

- Model recognition of personal efforts and accomplishments through self-praise.
  - [ ] met  [ ] partially met  [ ] not met

- Use genuine praise and recognition to acknowledge children's efforts and accomplishments.
  - [ ] met  [ ] partially met  [ ] not met

- Encourage children to see their own progress and successes and to praise themselves.
  - [ ] met  [ ] partially met  [ ] not met

- Offer competitive sports and games that help children learn to value fairness, cooperation, and personal growth.
  - [ ] met  [ ] partially met  [ ] not met

- Provide opportunities for children to develop leadership skills.
  - [ ] met  [ ] partially met  [ ] not met

- Help children deal with setbacks by accepting their feelings and failures and responding respectfully.
  - [ ] met  [ ] partially met  [ ] not met
### Module 8: SELF (continued)

#### The Competent Staff Member Will:

Encourage children to solve their own problems; intervene only when it seems they can’t find a solution or when someone might get hurt.

- [ ] met
- [ ] partially met
- [ ] not met

Involve children in the program’s daily operations and weekly chores.

- [ ] met
- [ ] partially met
- [ ] not met

Provide a wide variety of materials, equipment, and activities to meet a wide range of abilities.

- [ ] met
- [ ] partially met
- [ ] not met

Allow children to use their growing independence in safe and age-appropriate ways.

- [ ] met
- [ ] partially met
- [ ] not met

Provide children with time and resources needed to pursue their interests or master a skill.

- [ ] met
- [ ] partially met
- [ ] not met

Allow children to choose what they want to do and to choose not to participate in an activity.

- [ ] met
- [ ] partially met
- [ ] not met

Help children gain the skills they need to complete a task so they can overcome fear of failure.

- [ ] met
- [ ] partially met
- [ ] not met
<table>
<thead>
<tr>
<th>Review your records from this observation and others conducted in the last month; score each criterion of competence that you can substantiate.</th>
</tr>
</thead>
</table>
| **The Competent Staff Member Will:**  
Observe and listen to learn how each child relates to the others in the program.  
- [ ] met  
- [ ] partially met  
- [ ] not met  

Encourage children to help each other.  
- [ ] met  
- [ ] partially met  
- [ ] not met  

Encourage children to solve their own conflicts.  
- [ ] met  
- [ ] partially met  
- [ ] not met  

Observe and assist children who have difficulty being accepted by their peers.  
- [ ] met  
- [ ] partially met  
- [ ] not met  

Provide enough time in the schedule for self-selected activities so children can decide with whom they would like to be.  
- [ ] met  
- [ ] partially met  
- [ ] not met  

Accept children’s need to establish their own identities as they use slang and create a “culture” separate from adults.  
- [ ] met  
- [ ] partially met  
- [ ] not met  

Identify his or her own feelings when appropriate to model acceptable ways to express feelings.  
- [ ] met  
- [ ] partially met  
- [ ] not met  

Accept children’s feelings while helping them learn to control their actions.  
- [ ] met  
- [ ] partially met  
- [ ] not met  

---  

| Encourage children to value what makes each person a unique individual.  
- [ ] met  
- [ ] partially met  
- [ ] not met  

Use group meetings to solve problems that involve all the children.  
- [ ] met  
- [ ] partially met  
- [ ] not met  

Model positive ways to interact with other people of all ages.  
- [ ] met  
- [ ] partially met  
- [ ] not met  

Plan multi-age activities that encourage cooperation and allow older children to play the role of leader and mentor.  
- [ ] met  
- [ ] partially met  
- [ ] not met  

Involve children in establishing rules that encourage use of social skills.  
- [ ] met  
- [ ] partially met  
- [ ] not met  

Provide a variety of props and prop boxes that encourage children to explore their world.  
- [ ] met  
- [ ] partially met  
- [ ] not met  

Provide books that help children deal with their feelings about friendship, topics, ethnic diversity, and similar topics.  
- [ ] met  
- [ ] partially met  
- [ ] not met  

Provide opportunities for children to belong to groups.  
- [ ] met  
- [ ] partially met  
- [ ] not met  

Offer opportunities for children to be involved in the community.  
- [ ] met  
- [ ] partially met  
- [ ] not met  

Invite community members to share their special knowledge and skills with the children.  
- [ ] met  
- [ ] partially met  
- [ ] not met |
<table>
<thead>
<tr>
<th><strong>Staff Member:</strong></th>
<th><strong>Observer:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Date/time:</strong></th>
<th><strong>Setting:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Observation Record:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
MODULE 10: GUIDANCE (continued)

Review your records from this observation and others conducted in the last month; score each criterion of competence that you can substantiate.

The Competent Staff Member Will:

Follow a daily schedule that allows children to choose their own activities.
[ ] met [ ] partially met [ ] not met

Make sure there are no safety hazards in the environment.
[ ] met [ ] partially met [ ] not met

Offer a variety of activities, materials, and equipment that respond to children’s developmental and individual needs and interests.
[ ] met [ ] partially met [ ] not met

Involve children in setting limits and making rules.
[ ] met [ ] partially met [ ] not met

Involve children in planning activities and selecting materials and equipment.
[ ] met [ ] partially met [ ] not met

Plan some games and activities that encourage cooperation rather than competition.
[ ] met [ ] partially met [ ] not met

Arrange the environment to encourage appropriate behavior (for example, creating clear traffic patterns so children don’t get in each other’s way).
[ ] met [ ] partially met [ ] not met

Speak to children with the same tone and respect used with adults.
[ ] met [ ] partially met [ ] not met

Consider the possible reasons for the child’s behavior.
[ ] met [ ] partially met [ ] not met

Redirect children from inappropriate to appropriate activities (for example, from play wrestling in the quiet area to playing a game in the gym).
[ ] met [ ] partially met [ ] not met

Give children opportunities to handle their disagreements without adult assistance.
[ ] met [ ] partially met [ ] not met

State directions and remind children of rules in positive terms.
[ ] met [ ] partially met [ ] not met

Use genuine, positive praise when children use appropriate behavior.
[ ] met [ ] partially met [ ] not met

Discuss children’s misbehavior in private conversations.
[ ] met [ ] partially met [ ] not met

Allow children to experience the natural and logical consequences of their behavior.
[ ] met [ ] partially met [ ] not met
### MODULE 10: GUIDANCE (continued)

**The Competent Staff Member Will:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Met</th>
<th>Partially Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer assistance to children who are out of control.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen to and accept children's angry feelings while helping them understand the consequences of expressing those feelings inappropriately.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk to children about their day at school, their friends, their concerns, and their feelings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hold group meetings during which children can raise concerns and grievances and work together to solve problems.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model appropriate ways to express negative feelings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide creative outlets for expressing strong feelings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work with parents to help a child with a problem express his or her feelings in acceptable ways.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teach children how to use conflict resolution techniques to resolve their differences.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
* Conduct this observation at drop-off and/or pick-up times. Interview staff member to verify competencies not readily observable.
**MODULE 11: FAMILIES (continued)**

Prior to the observation period, assess the following criteria.

**The Competent Staff Member Will:**

<table>
<thead>
<tr>
<th></th>
<th>met</th>
<th>partially met</th>
<th>not met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold parent-staff conferences to share information about each child’s progress and to make plans for the future.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use a variety of communication strategies to inform parents about the program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey parents’ needs and interests and provide appropriate workshops and resources.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offer a variety of ways to participate in the program to accommodate parents’ varied schedules, skills, and interests.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hold regularly scheduled parent meetings and informal family events at times that are convenient for most parents.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide an orientation for new parents so they can get to know staff and learn what children do each day.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide information on the developmental stages of children.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Review your records from this observation and others conducted in the last month; score each criterion of competence that you can substantiate.**

**The Competent Staff Member Will:**

<table>
<thead>
<tr>
<th></th>
<th>met</th>
<th>partially met</th>
<th>not met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn the names of all parents and something about them to build trust.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Share information about him or herself with parents to help them feel comfortable with who is caring for their child.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Share interesting, positive information about each child’s day.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourage parents to visit the program at any time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Let parents know their contributions are appreciated.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suggest ways to coordinate the child’s program and home experiences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask parents to share information about their child’s interests and use this information to individualize the program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respond to parents’ questions and concerns, and wait to be asked before offering advice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give parents information about their child’s routines, for example, that the child did not eat snack.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involve parents often in making decisions about their child’s activities at the program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Competent Staff Member Will:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintain confidentiality about all children and families.</td>
<td>Introduce parents to others who live in the same neighborhood or have children of similar ages.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ] met  [ ] partially met  [ ] not met</td>
<td>[ ] met  [ ] partially met  [ ] not met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work with parents to help them develop their own strategies for handling a difficult behavior.</td>
<td>Make an effort to get to know all the parents in the program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ] met  [ ] partially met  [ ] not met</td>
<td>[ ] met  [ ] partially met  [ ] not met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize when parents are under stress and offer additional support.</td>
<td>Notify a supervisor when it seems that parents need professional help.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ] met  [ ] partially met  [ ] not met</td>
<td>[ ] met  [ ] partially met  [ ] not met</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MODULE 12: PROGRAM MANAGEMENT (continued)

Review your records from this observation and others conducted in the last month; score each criterion of competence that you can substantiate.

The Competent Staff Member Will:

Use systematic, objective observation to record what children say and do.  
[ ] met  [ ] partially met  [ ] not met

Observe children in different settings and at different times of the day.  
[ ] met  [ ] partially met  [ ] not met

Conduct observations for specific reasons.  
[ ] met  [ ] partially met  [ ] not met

Record many instances of a child's actions before drawing conclusions.  
[ ] met  [ ] partially met  [ ] not met

Use all opportunities to gather information about children.  
[ ] met  [ ] partially met  [ ] not met

Ask parents for information about their children's interests and activities.  
[ ] met  [ ] partially met  [ ] not met

Share observation information with parents and encourage them to help their children grow and develop.  
[ ] met  [ ] partially met  [ ] not met

Work with colleagues to develop a schedule for conducting regular observations of all children.  
[ ] met  [ ] partially met  [ ] not met

Conduct periodic joint observations to ensure accuracy.  
[ ] met  [ ] partially met  [ ] not met

Participate in regular staff meetings to plan and evaluate the program.  
[ ] met  [ ] partially met  [ ] not met

Discuss observation recordings with colleagues when planning for individuals and for the group.  
[ ] met  [ ] partially met  [ ] not met

Use parent surveys and open-ended questionnaires to collect information about children and to evaluate the program.  
[ ] met  [ ] partially met  [ ] not met

Involve children in planning and evaluating the program.  
[ ] met  [ ] partially met  [ ] not met

Change aspects of the program to address individual cultures, interests, needs, and abilities.  
[ ] met  [ ] partially met  [ ] not met

Conduct periodic surveys to identify children's interests and to encourage them to evaluate the program.  
[ ] met  [ ] partially met  [ ] not met

Identify shared interests and help children form clubs to explore them.  
[ ] met  [ ] partially met  [ ] not met

Appreciate and use the strengths of other team members.  
[ ] met  [ ] partially met  [ ] not met

Coordinate with appropriate resources on and off the installation.  
[ ] met  [ ] partially met  [ ] not met

Use creative thinking skills in planning and problem-solving.  
[ ] met  [ ] partially met  [ ] not met

Meet and talk with colleagues and the supervisor to provide input on program issues.  
[ ] met  [ ] partially met  [ ] not met

State program policies and procedures and/or know where to find them.  
[ ] met  [ ] partially met  [ ] not met
### MODULE 12: PROGRAM MANAGEMENT (continued)

<table>
<thead>
<tr>
<th>The Competent Staff Member Will:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Review program policies before starting a new task.</td>
<td></td>
</tr>
<tr>
<td>[ ] met</td>
<td>[ ] partially met</td>
</tr>
<tr>
<td>Complete management tasks according to a schedule.</td>
<td></td>
</tr>
<tr>
<td>[ ] met</td>
<td>[ ] partially met</td>
</tr>
<tr>
<td>Follow the program’s system for accurate and timely recordkeeping.</td>
<td></td>
</tr>
<tr>
<td>[ ] met</td>
<td>[ ] partially met</td>
</tr>
<tr>
<td>Provide substitute staff with adequate information about the program.</td>
<td></td>
</tr>
<tr>
<td>[ ] met</td>
<td>[ ] partially met</td>
</tr>
<tr>
<td>Answer parents’ questions about program policies and procedures; refer to the supervisor when appropriate.</td>
<td></td>
</tr>
<tr>
<td>[ ] met</td>
<td>[ ] partially met</td>
</tr>
</tbody>
</table>
Appendix C

Tracking Forms
## Individual Tracking Form

Name: 

### Indicate Date Completed

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>1. Safe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. Healthy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3. Out-of-School Environments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Physical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5. Cognitive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6. Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7. Creative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>8. Self</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>9. Social</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>10. Guidance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Families</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>12. Program Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Professionalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School-Age Program Tracking Form

<table>
<thead>
<tr>
<th>Staff Members</th>
<th>OR</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>C</td>
<td>B</td>
<td>C</td>
<td>B</td>
<td>C</td>
<td>B</td>
<td>C</td>
<td>B</td>
<td>C</td>
<td>B</td>
<td>C</td>
<td>B</td>
<td>C</td>
</tr>
</tbody>
</table>

**LEGEND**

B= Begun  
C= Completed  

**Modules:**  
OR= Orientation  
1= Safe  
2= Healthy  
3= Out-Of-School  
Environments  
4= Physical  
5= Cognitive  
6= Communication  
7= Creative  
8= Self  
9= Social  
10= Guidance  
11= Families  
12= Program Management  
13= Professionalism
Appendix D

Publishers and Distributors of Resources
Publishers and Distributors

In the Orientation to *The School-Age Staff Training Program* you will find a list of recommended resources. Publishers and distributors of these resources are listed below.

Addison-Wesley Publishing Company
Route 128
Reading, MA 01867
617-944-3700
800-447-2226

Andrews and McMeel
4900 Main Street
Kansas City, MO 64112
816-932-6700
800-826-4216

Auburn House
Greenwood Publishing Group, Inc.
88 Post Road, W., Box 5007
Westport, CT 06881
203-226-3571
800-225-5800

Bantam Books
666 5th Avenue
New York, NY 10103
212-765-6500

Basic Books
Harper Collins Publishers
10 E. 53rd Street
New York, NY 10022-5299
212-207-7057
800-242-7737

Bright Ring Publishing
P. O. Box 5768-B
Bellingham, WA 98227
206-734-1601

Center for Early Adolescence
University of North Carolina at Chapel Hill
Suite 223, Carr Mill Mall
Carrboro, NC 27510
919-966-1148

Crown Publishing
Random House, Inc.
201 E. 50th Street
New York, NY 10022
212-751-2600
800-733-3000

David Publishers
2113 Creekwood Drive
Fort Collins, CO 80525
303-224-4845

Delmar Publishers, Inc.
3 Columbia Circle, Box 15015
Albany, NY 12205
518-464-3500
800-347-7707

Dolphin Books
Doubleday and Company
1540 Broadway
New York, NY 10036-4094

Early Educators Press
P. O. Box 1177
Lake Alfred, FL 33850
813-956-1569

Exceptional Parent Press
1170 Commonwealth Avenue
Boston, MA 02134
617-730-5800

Exchange Press, Inc.
P. O. Box 2890
Redmond, WA 98073
206-883-9394

Free Spirit Publishers
400 First Avenue N., Suite 616
Minneapolis, MN 55401-1730
612-338-2068
800-735-7323

Gryphon House, Inc.
P. O. Box 207
Beltsville, MD 20704-0207
301-595-9500
800-638-0928

Harbinger House
P. O. Box 42948
Tucson, AZ 85733-2948
602-326-9595
800-759-9945
School-Age Workshops Press
PO Box 5012
Huntington Beach, CA  92615-5012
714-968-6732

Scott, Foresman, and Company
1900 E. Lake Avenue
Glenview, IL  60025
708-729-3000
800-554-4411

Syracuse University Press
1600 Jamesville Avenue
Syracuse, NY  13244-5160
315-443-2597
800-365-8929

Ten Speed Press
P. O. Box 7123
Berkeley, CA  94707
510-845-8414
800-841-2665

Times Books
Random House, Inc.
201 E. 50th Street
New York, NY  10022
212-751-2600
800-733-3000

Williamson Publishing
Church Hill Road, PO Box 185
Charlotte, VT  05445
802-425-2102
800-234-8791

Workman Publishing Group
708 Broadway
New York, NY  10003
212-254-5900
800-722-7202