## TRAINING PROPOSAL PLANNING TEMPLATE (do not include name of trainer/training organization on template)

https://www.cdc.gov/ncbddd/actearly/pdf/parents\_pdfs/tipstalkingparents.pdf accessed December 2 2023

Training Title: Strategies for Difficult Conversations and Community Resources

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1.	<b>Training Description:</b> This training is designed to equip childcare providers with effective strategies for navigating difficult conversations with parents and guardians. Childcare providers often encounter challenging situations that require open and respectful communication. Learn how to prepare for difficult conversations, create solutions, execute a plan, and be able to provide families with additional resources for a range of concerns. You will leave the trainin feeling confident when addressing concerns while maintaining a positive relationship with families.							
2.	Core of Knowledge Content Area(s) & Hours: Child Development Curriculum Health, Safety & Nutrition 1 Special Needs Professionalism 2 Community							
3.	Bibliography/References and Resources (A minimum of three (3) current and valid sources):							
	Maryland State Department of Education: Early Childhood Homelessness in Maryland Powerpoint Presentation							
	Extension Alliance For Better Child Care (2019) Tips for Child Care Providers to Communicate with Parents Their Concerns about a Child's Development https://childcare.extension.org/tips-for-child-care-providers-to-communicate-with-parents-their-concerns-about-a-childs-development/#.U77DfpRdXzh accessed December 2 2023							
	Maryland State Department of Education (nd) Education Assistance for Children and Youth with Unstable Housing (McKinney-Vento) https://marylandpublicschools.org/about/Pages/DSFSS/Homeless/index.aspx accessed December 2 2023							
	Zero to Three (2022) How to Communicate with parents https://www.zerotothree.org/resource/how-to-communicate-with-parents/ accessed December 2 2023							
	The parents place in Maryland https://www.ppmd.org/ accessed December 2 2023							
	CDC (n.d.) Tips for Talking with Parents about Developmental Concerns							

NAEYC (n.d.) Recommendation's for Early Childhood Educators <a href="https://www.naeyc.org/resources/position-statements/equity/recommendations-ECE">https://www.naeyc.org/resources/position-statements/equity/recommendations-ECE</a> accessed December 2 2023

## 4. Training Objectives (Minimum of 3; maximum of 5. Please number each objective, and include 1 competency identifier):

- 1. Name 3 ways to prepare for difficult conversations. (FECP.1-N.a, page 145)
- 2. Name the 3 elements of an effective solutions plan. (FECP.2-I.c, page 148)
- 3. Name 2 different resources you can provide families with if they have concerns about their child's development. (FECP.3-N.a, page 149)

OBJECTIVE	*SN	TIME	CONTENT OUTLINE	PRESENTATION METHODS	HANDOUTS/MATERIALS
(List number from above)	*CS *HI		(Brief outline of what is being presented. More details will be provided in the presentation note pages)	(Utilize a variety of methods - PPT presentation, large group, small group, video, scenarios, role play, activity, etc.)	(Include correlating slide number)
		5 mins	Sign in Introduction of instructor and participants Review course objectives	Power point and whole group participation for each participant to introduce themselves. Depending on group size and in person vs virtual- may be through chat feature.	Slide 1-4
1		10 mins	What does it feel like to have a difficult conversation?	Participants will share out as a <b>whole group discussion</b> – focusing on their thoughts and how their body responds during difficult conversations	Slide 5

OBJECTIVE	*SN	TIME	CONTENT OUTLINE	PRESENTATION METHODS	HANDOUTS/MATERIALS
(List number from above)	*CS		(Brief outline of what is	(Utilize a variety of methods - PPT presentation,	(Include correlating slide number)
nom above,	*HI		being presented. More	large group, small group, video, scenarios, role play,	
			details will be provided in	activity, etc.)	
			the presentation note		
			pages)		
1		15 mins	The importance of having	Power point	Slides 6-8
			difficult conversations.	Whole group discussion: Types of conversations you dread	If in person- for motor activity- will need
				having with families—this will be a motor activity with	painters tape or posters to designate areas of
				movement around the room OR a poll based activity if	where to stand based on the 1-3 scale
				virtual. There will be a scale of 1-3 to rate how much	If vintual was nell feeture
				participants dread a certain scenario.	If virtual- use poll feature
1		20 mins	Best methods for how to	Power point	Slides 9-20
			prepare for a difficult conversation.	Whole group- Breathing exercise	CDC developmental checklist LINK
				After reviewing methods for preparing for a difficult	https://www.cdc.gov/ncbddd/actearly/pdf/LTS
				conversation, a poll is taken on how participants are feeling	AE-
				after having prepared. (This can be the same movement	Checklist COMPLIANT 30MCorrection 508.pdf
				activity as above or a poll if virtual)	ASQ's for childcares LINK
				Variety of links will be shared that are used to collect data	
				on a child's development.	https://agesandstages.com/about-asq/who- uses-asq/child-care-programs/
					uses-asq/cmiu-care-programs/
					AGENDA HANDOUT 1 (trainer created)
					If in person- can poll by stand up/sit down or
					show of hands etc.
					If virtual- poll feature

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1 and 2	CS SN	30 mins	How to lead a solutions focused conversation.	Power point  Small group- what else have you done / said when having a difficult conversation to ensure it moved in a positive direction (If virtual- this will take place in a breakout room)  Then come together as a  whole group share out (slide 39)- Each group will elect 1 person to share their ideas	Slides 21-39  CULTURAL SENSITIVITY SLIDE 29  SPECIAL NEEDS SLIDE 38 (wait and see approach)
1	SN CS HI	30 mins	Case studies with agenda to be completed and role play activity to practice sharing information	Power point  Small group- case studies- each group given a difficult scenario- the participants will complete a meeting agenda for case studies  Then come together as a whole group  Whole Group role play- each small group will role play giving this information from the agenda to a parent so the whole group can watch (as each scenario is different and may be shared in different ways)	Slides 40-48 GROUP ACTIVITIES  AGENDA HANDOUT 1 (trainer created)

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(List number from above)	*CS *HI		(Brief outline of what is being presented. More details will be provided in the presentation note pages)	(Utilize a variety of methods - PPT presentation, large group, small group, video, scenarios, role play, activity, etc.)	(Include correlating slide number)
2	SN CS HI	30 mins	Create a solutions plan together	Return to small groups to turn their meeting agenda about case study into a solutions plan. (see slides for examples)  Return to whole group  Whole group role playing- each small group will present the information from the solutions plan as if they are talking to the family  (handouts with sentence starters will be provided to support the groups)	Slides 49-62  SOLUTIONS PLAN HAND OUT 2 (trainer made)  HANDOUT 3 EMAIL TEMPLATE (trainer made)  DIFFICULT CONVERSATIONS HANDOUT 4 for quick reference (trainer made)  Each participant will get handouts but a poster size of the handout will be provided that will be shared as a group so all participants can see what is written
3	HI	30 mins	Provides resources to their parents based on the child's needs	Power point and exploration of online resources  Whole Group- Review links for resources  Talk about compiling list of local resources in your area and what that can look like (example of google drive) and a list of resources will be provided to get each childcare started with compiling resources (as part of solutions plan)	Slides 63-73  Links  https://www.cdc.gov/ncbddd/actearly/parents/ state-text.html  https://www.ppmd.org  https://marylandpublicschools.org/about/Pages /DSFSS/Homeless/index.aspx  HANDOUT 5 (state provided handout on homelessness)

OBJECTIVE (List number from above)	*SN *CS *HI	TIME	CONTENT OUTLINE  (Brief outline of what is being presented. More details will be provided in the presentation note pages)	PRESENTATION METHODS  (Utilize a variety of methods - PPT presentation, large group, small group, video, scenarios, role play, activity, etc.)	HANDOUTS/MATERIALS  (Include correlating slide number)
					https://earlychildhood.marylandpublicschools.org/families/judy-center-early-learning-hubs https://gigisplayhouse.org/annapolis/about/ https://autismsocietymd.org/about-us/history-mission/
		10 mins	Summary and Q and A/ wrap up	Assessment Course eval	Slides 73-78

<sup>\*</sup>SN – Special Needs – include content that addresses special needs such as adaptations, modifications, inclusionary practices, person first language, and ADA guidelines for both the participants and the population they serve.

<sup>\*</sup>CS – Cultural Sensitivity and Diversity – include content that addresses the needs of a diverse population such as practices or modifications that reflect and respect the various cultures in the classroom.

<sup>\*</sup>HI – Housing Insecurity – include content that addresses the needs of children and families that may be experiencing homelessness such as modifying activities and providing resources to families.