

*Indicate Special Needs (SN), Cultural Sensitivity (CS), and Housing Insecurity (HI) where addressed

NAEYC (n.d.) Recommendation's for Early Childhood Educators <https://www.naeyc.org/resources/position-statements/equity/recommendations-ECE> 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 (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)
		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 whole group discussion – focusing on their thoughts and how their body responds during difficult conversations	Slide 5

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1		15 mins	The importance of having difficult conversations.	Power point Whole group discussion: Types of conversations you dread having with families— this will be a motor activity with movement around the room OR a poll based activity if virtual. There will be a scale of 1-3 to rate how much participants dread a certain scenario.	Slides 6-8 If in person- for motor activity- will need painters tape or posters to designate areas of where to stand based on the 1-3 scale If virtual- use poll feature
1		20 mins	Best methods for how to prepare for a difficult conversation.	Power point Whole group- Breathing exercise After reviewing methods for preparing for a difficult conversation, a poll is taken on how participants are feeling after having prepared. (This can be the same movement activity as above or a poll if virtual) Variety of links will be shared that are used to collect data on a child’s development.	Slides 9-20 CDC developmental checklist LINK https://www.cdc.gov/ncbddd/actearly/pdf/LTSAE-Checklist_COMPLIANT_30MCorrection_508.pdf ASQ’s for childcares LINK https://agesandstages.com/about-asq/who-uses-asq/child-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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2	SN CS HI	30 mins	Create a solutions plan together	<p>Return to small groups to turn their meeting agenda about case study into a solutions plan. (see slides for examples)</p> <p>Return to whole group</p> <p>Whole group role playing- each small group will present the information from the solutions plan as if they are talking to the family</p> <p>(handouts with sentence starters will be provided to support the groups)</p>	<p>Slides 49-62</p> <p>SOLUTIONS PLAN HAND OUT 2 (trainer made)</p> <p>HANDOUT 3 EMAIL TEMPLATE (trainer made)</p> <p>DIFFICULT CONVERSATIONS HANDOUT 4 for quick reference (trainer made)</p> <p>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</p>
3	HI SN	30 mins	Provides resources to their parents based on the child's needs	<p>Power point and exploration of online resources</p> <p>Whole Group- Review links for resources</p> <p>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)</p>	<p>Slides 63-73</p> <p>Links</p> <p>https://www.cdc.gov/ncbddd/actearly/parents/state-text.html</p> <p>https://www.ppmd.org</p> <p>https://marylandpublicschools.org/about/Pages/DSFSS/Homeless/index.aspx</p> <p>HANDOUT 5 (state provided handout on homelessness)</p>

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					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

***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.

***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.

***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.