

*Florida Department of Education
Division of Public Schools and Community Education
Bureau of Instructional Support and Community Services*

Module B

Working Together: Communication Skills for Families, Early Childhood Educators, and Other Professionals

This is one of many publications available through the Bureau of Instructional Support and Community Services, Florida Department of Education, designed to assist school districts, state agencies that support educational programs, and parents in the provision of special programs. For additional information on this publication, or for a list of available publications, contact the Clearinghouse Information Center, Bureau of Instructional Support and Community Services, Division of Public Schools and Community Education, Florida Department of Education, Room 614 Turlington Bldg., Tallahassee, Florida 32399-0400.

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PREFACE

Background of *MITCH* and *Grow to 5*

Grow to 5 is a revised and updated version of Florida's popular series, the *Model of Interdisciplinary Training for Children with Handicaps (MITCH)*. Although two *MITCH* modules have been deleted from this series and two new modules have been added, *Grow to 5* is really not a new series; much about it will be familiar to *MITCH* users.

Grow to 5—like *MITCH*—was developed to assist Florida school districts in providing interdisciplinary training and resources to families, degreed and nondegreed early childhood educators, and health care providers and other related service personnel who work with young children, including children with disabilities. However, while *MITCH* emphasized children ages birth to three years, *Grow to 5* addresses the needs of children ages birth to five years.

Development of the *MITCH* modules was funded beginning in 1988 by a grant to the Florida Diagnostic and Learning Resources System (FDLRS)/South Associate Center from the Florida Department of Education, Bureau of Education for Exceptional Students (now the Bureau of Instructional Support and Community Services). *MITCH* included 13 training modules written by professionals from various disciplines, including early childhood education, exceptional student education, nursing, psychology, occupational and physical therapy, speech and language therapy, nutrition, and social work. Topics of the modules and the goals and objectives they address were identified through a literature search, interviews, and letters of inquiry and needs assessments sent to more than 600 people throughout Florida.

Moving from *MITCH* to *Grow to 5*

The *MITCH* modules have been used extensively in Florida since 1990. In 1998, with the demand for information and training for educators of infants, toddlers, and preschool children stronger than ever, the Florida Department of Education's Bureau of Instructional Support and Community Services, through its funded project the Institute for Small and Rural Districts, began the process of revising and updating the modules to carry them into the new century. The fundamental purpose and structure of the series remains, but users should be aware of the following developments:

- The modules' content has been expanded to include more developmental information about children ages three to five. While *MITCH* focused on children ages birth to three, *Grow to 5* targets the whole age range from birth to five years. (The material is also meaningful to caregivers of children who are chronologically older but who are functioning within the birth to five year developmental range.) The new series name and logo reflect this change.

- The new modules emphasize more strongly the similarities among children and the characteristics common to effective caregiving for all young children—those who have disabilities and those who do not. While *MITCH* focused on serving children with disabilities, *Grow to 5* emphasizes developmentally appropriate practice and normal development as the means for working with all young children, *including* those who have disabilities or delays and those who are at-risk.
- The new modules include updated technology applications.
- The new modules reflect the findings of recent developmental and medical research.
- The new modules take into account state and federal statutes and rules that have been implemented during the 1990s, especially the 1997 Amendments to the Individuals with Disabilities Education Act.
- To avoid confusion with the *MITCH* modules, *Grow to 5*'s modules are lettered, rather than numbered. The modules are also now in a different sequence.
- *Grow to 5*'s Six-Week Follow-up Activities are for use at the discretion of the trainer and/or local training agency. However, the Certificate of Completion included in each module is intended to be awarded *only* to those participants who attend all three hours of training *and* complete the Six-Week Follow-Up Activity.
- Additional, updated references and resources have been added.
- The following *MITCH* modules have been deleted from the new series, *Grow to 5*:
 - *MITCH Module 5—Listening and Sensory Integration: What to Do before Speech and Language Develop*
 - *MITCH Module 13—Interventions for Children at Risk Due to Substance Exposure: Dealing with the Myth of Cocaine*
- *MITCH* module material—including some from the two deleted *MITCH* modules—may appear in a different sequence in *Grow to 5*, or in a different module.
- *Grow to 5* will include two new modules:
 - *MITCH Module H—Social and Emotional Development: Building the Child's Foundation*
 - *MITCH Module M—Transition: Easing the Way*
- Spanish translations of the handouts are included in each module, as opposed to being published in separate booklets, as they were with *MITCH*.

Acknowledgments

Thanks to *Brian Capati* for original artwork for *MITCH Module 11*.

Thanks to *Margaret Clark, Sheree Mitchell, and Iliana Hernandez* for Spanish translations of new material for *Grow to 5 Module B*.

Module B—Working Together: Communication Skills for Families, Early Childhood Educators, and Other Professionals was reviewed by the following content experts:

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USER'S GUIDE

Content of the Series

The *Grow to 5* series consists of 13 modules. The training manual for each module includes a complete script, instructions for activities, a resource list, and the reproducible handouts (in both English and Spanish) that an instructor will need to present that module. For some modules, a videotape is available to supplement the written material. Each module can be used independently, and the modules may be presented in any order, since no module provides prerequisite material for another. The modules are

- *Module A—The Education and Caregiving Environment: Planning an Effective Program*
- *Module B—Working Together: Communication Skills for Families, Early Childhood Educators, and Other Professionals*
- *Module C—Health Care: Infection Control, Medication Administration, and Seizure Management*
- *Module D—Nutrition and Feeding Practices: What You Need to Know*
- *Module E—Intellectual Development: What You Can Do to Help*
- *Module F—Speech and Language Development: From Birth to Five*
- *Module G—Motor Development: What You Need to Know*
- *Module H—Social and Emotional Development: Building the Child's Foundation*
- *Module I—Behavior Management: Preventing and Dealing with Problem Behavior*
- *Module J—The Child Who Seems Different: Meeting Special Needs*
- *Module K—Visual Impairment: What You Need to Know*
- *Module L—Family Functioning: Understanding Families and Helping Them Cope*
- *Module M—Transition: Easing the Way*

The series also includes three booklets. (The text of the booklets is not included in each training module, as it was in *MITCH*.)

- *Welcome to the World: An Overview of Your Growing Child*, which may be used with Modules A, E, F, G, H, J, K
- *A Simple Introduction to Physical and Health Impairments*, designed for use with Module J
- *Nutrition for Children with Special Health Care Needs*, provided to accompany Module D

Spanish versions of the three booklets listed above are also available:

- *Bienvenido al Mundo: Resumen del Crecimiento de su Niño*, which can be used with Modules A, E, F, G, H, J, K
- *Una Introducción Sencilla a los Impedimentos Fisicos y de Salud*, designed for use with Module J
- *Nutrición para Niños con Necesidades Especiales de Salud*, provided to accompany Module D

The printed *Grow to 5* materials, including the booklets, may be reproduced for training purposes within the state of Florida. Instructors and training agencies may reproduce the booklets for participants or obtain copies by contacting the Clearinghouse Information Center at the address listed on the inside front cover of this document. Please allow at least one month for processing before training begins.

Instructor Qualifications

Unless otherwise stated, the *Grow to 5* modules are designed to be presented by qualified and credentialed instructors in fields such as early childhood education, early childhood special education, special education, child development, psychology, home economics, and nursing. Practitioners of disciplines such as speech/language pathology, physical therapy, occupational therapy, and nutrition may be asked to present specific modules. **A licensed physician, pharmacist, or nurse must present hour 2 of *Module C—Health Care*.**

Role of the Instructor

Although the modules do contain scripts, instructors are encouraged to enhance them with their own style, personality, anecdotes, information, handouts, references, and resources. Likewise, it is expected that instructors will tailor the material to the needs, interests, and level of the participants. The best presentations are those specifically designed for the participants by an instructor who knows their needs. Instructors should plan for adequate time to become familiar with the material and tailor it to the needs of each specific audience.

Instructors may choose among the lecture, discussion, and activity segments provided to meet the needs of the group. For example, if all modules are scheduled for presentation within a relatively short period of time for the same group of participants, it may be most effective to choose among the activities to offer variety, since several modules share similar activities.

Successful training relies heavily upon the instructor's approach. Suggestions include

- allowing for introductions of participants
- accepting and acknowledging interaction from all participants
- preventing any individual from monopolizing the conversation
- paraphrasing questions and responses from the participants loudly enough for all participants to hear
- creating a comfortable atmosphere (including light, temperature, tables, chairs)
- summarizing the content of each session before closing

The audience for this training may include persons with a broad range of backgrounds, including those who work exclusively with children who have special needs, those who have in their care only children who do not have recognized special needs, and those who work in environments that include children with and without special needs. Instructors should assist all caregivers in becoming more comfortable with

- providing developmentally appropriate programs in a safe and nurturing environment
- recognizing signs that indicate a child may be at risk or have special needs
- working with children with special needs
- securing additional support and assistance in working with children with special needs

It is important to emphasize to participants that children are more alike than different. Keeping all children in the most natural environment should be a major goal for caregivers.

Time Schedule for Training

Each module is designed to be presented in three hours. A module may be presented in a single three-hour session with a 15-minute break, or in three one-hour sessions.

Estimates of presentation time for specific segments or activities within each hour are provided in the left hand column of the training script. However, instructors may choose to expand on one or more of these segments while shortening others.

Videotapes

Videotapes supplemented the presentation of several *MITCH* modules. The tapes provided valuable information for instructors and participants. These videotapes—along with some new selections—are included in each module’s list of Resources for Instructors and Participants and are generally still available for loan from local associate centers of the Florida Diagnostic and Learning Resources System (FDLRS) and the Clearinghouse Information Center (at the address listed on the inside front cover of this manual). The list of Resources for Instructors and Participants is part of the Specific Information section of each module.

Additionally, two new videotapes have been identified for possible use with the *Grow to 5* series, as determined by the instructor. They are available at local FDLRS associate centers and from the Clearinghouse Information Center (at the address listed on the inside front cover of this manual). The two new videotapes are described below:

- *I Am Your Child: The First Years Last Forever* uses brain research as a basis for providing information to parents on bonding and attachment, communication, health and nutrition, discipline, self-esteem, child care, and self-awareness. (English and Spanish versions are available. (29 minutes)

- *Ten Things Every Child Needs* describes how early experiences influence brain development and uses simple everyday language to explain the 10 things every child needs: interaction, touch, a stable relationship, a safe healthy environment, self-esteem, quality child care, communication, play, music, and reading. (60 minutes)

Time for viewing videotapes has not been included in the time allotments suggested in the scripts. Instructors may wish to substitute all or part of a videotape for material written in the module, extend the three-hour time period, show a videotape at another session, or leave a videotape with the participants to watch as a follow-up activity. In some modules, a videotape is an integral part of the Six-Week Follow-Up Activity and will need to be made available to participants if they are required to complete the Six-Week Follow-Up Activity. (See the Specific Information section of each module for more information.)

Videotapes may **not** be duplicated without the written consent of the producer.

Theme Music

Original theme music was written for use with the *MITCH* modules. Instructors used this lively music to begin and end training sessions and to indicate breaks. To borrow an audiotape of the music, contact the local FDLRS associate center or the Clearinghouse Information Center at the address listed on this inside front cover of this document.

Content of Each Module

Specific Information on Presenting the Module

Each module begins with a section of specific information on presenting the module. This includes the following:

- the goals and objectives of the module
- a list of equipment and supplies needed for training
- a list of other recommended instructors
- a list of other resources that may enhance presentation of the training
- material needed for any special activities that are part of the module

This section is followed by a training script divided into three one-hour blocks, appendixes A through D, and a list of references.

Hour-by-Hour Script

The script that guides presentation of the training is broken into three hour-long segments. The script for each hour is preceded by a list of the goals and objectives for that hour of training. The script itself includes Lecture/Discussion elements and Activities. The Lecture/Discussion elements include some paragraphs set in italic type that the instructor may read or paraphrase to present content information. (These elements begin with the words “Say” or “Ask.”) Interspersed with these spoken portions are indications of other actions for the instructor to take, such as “Summarize the following points” or “Have the participants do the following activity.” Note that the script has been written using direct address—all directions and suggestions in the script are addressed to the instructor.

The left column of the script indicates the time allotted to present each segment and conduct each activity. This column also includes references to particular handouts/overhead transparencies that may be referred to or displayed at a particular point in the script. (See below: Appendix B: Reproducible Handouts.)

Appendix A: Reproducible Forms

Appendix A includes the following reproducible materials:

- lists of steps instructors may take to prepare to present the module and administer the optional Six-Week Follow-Up Activity
- space for instructors to take notes related to presentation of the module
- an advertising flier for use in publicizing the training
- a participant sign-in sheet to track participants’ attendance and their completion of the optional Six-Week Follow-Up Activity (Although the *MITCH* training structure included formal recordkeeping, reporting, and certification components, at this time there is no plan for such tracking of *Grow to 5* participants. Any such activities are voluntary and the prerogative of the local training agency.)
- a mailer for participants to remind them to complete and return the optional Six-Week Follow-Up Activity
- a certificate of completion (Only those participants who attend all three hours of training *and* successfully complete the Six-Week Follow-Up Activity are eligible to receive a *Grow to 5* Certificate of Completion. However, instructors and training agencies may develop other forms of recognition for other levels of completion, such as attendance at all three hours of training without completion of the follow-up activity.)

Appendix B: Reproducible Handouts

The three booklets mentioned above, *Welcome to the World: An Overview of Your Growing Child*, *A Simple Introduction to Physical and Health Impairments*, and *Nutrition for Children with Special Health Care Needs* may be provided to participants as handouts.

Additionally, appendix B of each module includes reproducible handouts designed to accompany presentation of that specific module. Some of these handouts would make effective overhead transparencies—especially those that include only a few important words in large type. Each handout is labeled with a three-part code in the lower left corner. The first part refers to the module; the second part refers to the hour of the module; the third part is the number of the handout itself. For example, Handout B-2-3 is the third handout to be used during the second hour of *Module B*.

Instructors should consider the background and interests of the participants when deciding which materials to reproduce as handouts, as overhead transparencies, or as both. Of course, instructors may supplement these with handouts or other materials of their own design.

Appendix C: Reproducible Handouts in Spanish

Appendix C contains Spanish versions of the handouts found in appendix B.

Appendix D: Optional Six-Week Follow-Up Activity

The Six-Week Follow-Up Activity found in appendix D of each module is designed to help participants reflect on what they have learned and generalize it to their daily work with young children. Whether or not to request or require participants to complete the follow-up activity is the decision of each trainer and/or training agency.

If the instructor and training agency elect to require the follow-up activity, the instructor should explain the activity at the end of the module presentation and explain the criteria that will be used to evaluate the participants' work. It is important that participants know how to get any clarification they need and how they can return the completed activity to the instructor.

Three to four weeks after presenting the training module, the instructor should contact all participants to remind them to submit their Six-Week Follow-Up Activity. Appendix A includes a sample reminder notice.

The instructor should review and evaluate the quality of each participant's completed Six-Week Follow-Up Activity and return it to the participant with feedback. The instructor should prepare and give a certificate of completion (found in appendix A) to each participant whose performance meets the established criteria.

Appendix D: Optional Six-Week Follow-Up Activity in Spanish

A Spanish version of the Six-Week Follow-Up Activity is provided in this appendix.

SPECIFIC INFORMATION FOR PRESENTING MODULE B

Goals and Objectives

Goal for Hour 1: Participants will gain knowledge of the nature of communication.

Objective—Participants will gain an understanding of

- nonverbal communication
- listening skills
- roadblocks to communication

Goal for Hour 2: Participants will gain knowledge of assertive communication techniques.

Objective—Participants will gain an understanding of

- the meaning of assertiveness
- components of assertive communication
- how to say “no”
- how to become more confident by becoming more competent

Goal for Hour 3: Participants will gain knowledge of how to work effectively with others toward common goals.

Objective—Participants will gain an understanding of

- the steps in problem-solving
- how to give praise
- how to work effectively in teams

Equipment and Supplies

- Overhead projector and screen
- Tag board or colored paper and envelopes for instructor-made puzzles. One puzzle and envelope will be needed for every four to five persons. See instructions for making these puzzles on the following page.
- Chalk
- Crayons or markers
- Overhead (transparency) pens
- Chalkboard or chart paper
- Extension cord
- 3-prong/2-prong adapter plug
- Masking tape
- Transparent tape
- Thumb tacks
- Extra pencils for participants

Videotape

No videotape accompanies this module.

Other Recommended Instructors

Because of the topic of this three-hour module, the agency offering this training may wish to contact other specialized persons within its local area who are willing to assist in training, such as

- social worker
- counselor
- family therapist
- school or clinical psychologist

Resources for Instructors and Participants

Faber, A., & Mazlish, E. (1982). *How to talk so kids will listen and listen so kids will talk*. New York: Avon Books.

Ginott, H. (1972). *Teacher and child*. New York: MacMillan.

Gordon, T. (1974). *T.E.T. (Teacher Effectiveness Training)*. New York: Peter A. Wyden.

Hansen, J. H., & Liftin, E. (1991). *School restructuring*. Swampscott, MA: Watersun.

Stainback, W., & Stainback, S. (1990). *Support networks for inclusive schooling*. Baltimore: Paul H. Brookes.

Villa, R. A., Thousand, J. S., Stainback, W., & Stainback, S. (1992). *Restructuring for caring and effective education*. Baltimore: Paul H. Brookes.

Roberts, R. N., Rule, S., & Innocenti, M. S. (1998). *Strengthening the family-professional partnership in services for young children*. Baltimore: Paul H. Brookes.

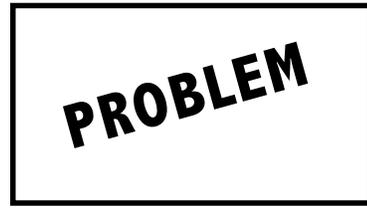
Directions for Making Puzzles (used in first activity of Hour 3—page 37)

1. Take one sheet of different colored paper or tag board for each puzzle you wish to make. Make enough puzzles so that each group of four or five participants has one.
2. With a marker, write **PROBLEM** diagonally across each sheet of paper.
3. Cut each sheet of paper into 7 to 9 pieces, using a paper cutter or scissors. The cut pieces make the puzzle pieces.
4. Throw away one piece of each puzzle and put the rest of each puzzle's pieces into an envelope. When a group attempts to put the pieces together, one piece will be missing and the group will be unable to complete the puzzle.

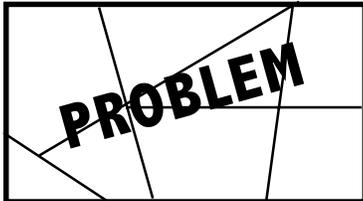
1.



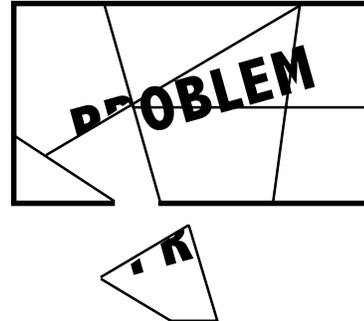
2.



3.



4.



Hour 1 Script

Goal: Participants will gain knowledge of the nature of communication.

Objective—*Participants will gain an understanding of*

- nonverbal communication
- listening skills
- roadblocks to communication

5 minutes

Greeting, Sign-in, Distribution of Handouts

Greet participants and ask them to introduce themselves, or conduct a short introduction activity.

Hour 1 Session Begins

Say: *This three-hour training module will explore communication between caregivers, including parents; early childhood educators; child care workers; and other professionals such as nurses, doctors, and therapists. It is very important that all of us who work with children understand other adults who work with the same children.*

All too often we hear that families or caregivers did not understand something they were told about a child. We also know that sometimes program administrators don't hear what parents or early childhood educators have to say. Today, we are going to review a few ways to help us talk and listen to each other. Hopefully, this will benefit you in your personal life as well as in your work.

During our first hour we will discuss nonverbal communication and how to listen effectively. We will also talk about roadblocks that keep us from communicating in a positive, fair, and effective way.

During our second hour we will explore ways to make ourselves fully understood by being assertive in our efforts to communicate, and we will discuss the relationship between competence and confidence.

Finally, during our third hour we will talk about how to solve problems and work together as a team.

Ask: *Are there any questions?*

5 minutes

Activity: Greeting

Say: *To begin today's session we are going to do a quick exercise. Please turn to the person next to you, shake hands, smile, and greet that person as if you were seeing each other for the very first time today.*

Ask participants to reflect on their handshake and facial expression, then lead a discussion on the messages that can be conveyed through a handshake, to include the following:

- A vigorous handshake conveys enthusiasm and warmth.
- A weak handshake conveys disinterest, coldness, or shyness.
- Eye contact is important for conveying sincerity.
- Facial expression conveys a message.

If time permits, ask participants to practice various types of handshakes and facial expressions to demonstrate further.

Say: *Let's summarize what we have learned:*

- *If you want to shake hands to say hello, make it a firm but not crushing handshake. If you perform a "cold fish" handshake, the other person might feel that you are afraid to touch or don't like him or her.*
- *If you smile, smile with friendliness and sincerity. Don't make a face or grimace. Don't make a fake smile. You may want to practice with a mirror to see how your smile looks to other people.*

Say: *Body language—such as our handshake and facial expression—can make a big difference in our communication with another person. Body language is one type of nonverbal communication.*

15 minutes

Lecture/Discussion: Communication and Body Language

Say: *We've used the word communication a lot so far. Let's stop for a minute to define the word. What does communication mean to you?*

Handout B-1-1

Allow time for participants to respond, then refer to **Handout B-1-1**.

Say: *Communication is the process of sharing ideas, information, thoughts, feelings, and opinions—not only through words, but also through nonverbal means such as body language. Body language includes gestures and facial expressions. It also includes posture—how we stand or sit—and how we move—for example, whether we move easily or abruptly.*

Body language is a very powerful way to get a message across. For example, what do you think I am saying?

Demonstrate sitting down next to someone in order to talk with that person. (Pull chair over close to person, sit down, and lean in close. Smile expectantly at the person.)

Say: *Yes, I'm saying through body language that I'd like to talk with this person and be a friend. Let's demonstrate other forms of body language.*

Ask for volunteers and instruct them, one at a time in a whisper, to use body language to demonstrate the feelings listed below. Ask the rest of the participants to identify the message behind the body language being demonstrated.

- They don't want to sit next to someone.
- They are bored and not listening.
- They are sad or upset.

Say: *Good! That gets our message across. Now, how about what we can do to show that we are receiving the message. Can you think of ways to let someone know—not just through body language—that you respect what they are saying?*

Write responses on flip chart or chalkboard and lead discussion, using examples when necessary. Include the following:

Keys to Active Listening

- Maintain eye contact (unless it is culturally inappropriate to do so).
- Nod your head or say “uh-huh” now and then to convey the message that you are listening and accepting what the other person is saying.
- Do not interrupt.
- Think about what the other person is saying and really try to understand it.

10 minutes

Handout B-1-2

Activity: Body Language and Listening

Say: *Let's see how much we have learned about body language and listening. Look at **Handout B-1-2**. Let's read it together and answer the questions on the bottom of the page. (Or choose participants to come to the front of the room and role-play scene 1 on **Handout B-1-2**.)*

After the reading or role-play, ask the group to respond to the questions below. Write responses on flip chart or chalkboard.

Ask: *How did Erick's teacher feel?*

Expected response: ignored, angry, frustrated.

Ask: *How could Ms. Jones have communicated in a more positive manner?*

Expected response: stopped her work in order to listen; established eye contact.

Ask: *What was Ms. Jones body language saying?*

Expected response: “I’m too busy to listen.” “I don’t want to listen.” “What you say is not important.”

Ask: *What are your feelings towards Ms. Jones?*

Expected response: dislike, anger. Ms. Jones appears to be insensitive, uncaring, and self-centered.

Say: *When people don’t listen, others feel frustrated and annoyed.*

Handout B-1-3

Now let’s look at **Handout B-1-3**. Let’s read scene 2 together and answer the questions on the bottom of the page. (Or choose participants to role-play scene 2 on **Handout B-1-3**.)

After the reading or role-play, ask the group to respond to the questions below. Write responses on flip chart or chalkboard

Ask: *How did Erick’s teacher feel?*

Expected response: important, significant, respected, and valued.

Ask: *What was Ms. Jones’ body language saying?*

Expected response: “I’m listening,” “I’m interested,” “I care about what you have to say.”

Ask: *How do these two people feel about each other now?*

Expected response: They feel mutual respect and liking.

Handout B-1-4

Say: *We all feel good when others really listen to us and think about our ideas. That helps us all work together.*

Refer to **Handout B-1-4**.

10 minutes

Lecture/Discussion: Tone of Voice and Use of Space

Say: *Body language is one type of nonverbal communication; the way we use our voice is another. Pitch is the highness or lowness of a voice. Volume is the loudness of a voice. Rate is how fast or slow we speak. And voice quality is the tone of a voice. The way our voice sounds when we say something communicates meaning—whether we mean for it to or not.*

Handout B-1-5

*I'd like volunteers to say each of the sentences on **Handout B-1-5**, first as praise and next as criticism. I'll do the first one to demonstrate.*

Have different participants say each of the sentences on **Handout B-1-5** as praise and as criticism.

Say: *Clearly, how we say something is as important as what we say. Another important element of nonverbal communication is our use of space. For example, if we are having a conversation with a good friend, we stand closer to that person than we do when we are having a business conversation with someone. Although different cultures and individuals view the use of space in different ways, **Handout B-1-6** gives some general guidelines about appropriate distances to allow for various types of conversations.*

Handout B-1-6

Refer participants to **Handout B-1-6**.

Say: *All elements of nonverbal communication, such as body language, tone of voice, and use of space are important. Being aware of our own use of these elements and controlling them is vital to ensuring that what we say is perceived the way we intended it to be.*

10 minutes

Lecture/Discussion: Roadblocks to Communication

Say: *Now that we've talked about how to make our communications more effective, let's take a minute to talk about some common roadblocks to communication. These are the things we all seem to do that keep us from saying what we really mean, or that keep us from hearing what someone else means.*

There are many roadblocks to communication. I will mention some common ones, but if you think of others please mention them also.

Handout B-1-7

Refer to **Handout B-1-7**. Ask participants why each item listed on the handout (and bulleted below) is considered a roadblock to communication. Read aloud each example offered below, and ask participants to comment on the problems presented by that particular manner of communication. Do the first one (“ordering”) yourself to demonstrate.

Roadblocks to Communication

- Ordering

Example: “Hey, I want to talk to you now!”

Problems: The word “hey” and the tone used show a lack of respect. “Now” and “want” are demanding. The communication doesn't include a respectful use of the person's name.

- Warning/Threatening

Example: “If you don't give me that raise now I'm going to quit.”

Problem: You are putting the person on the spot. The only out the person might have is telling you to go ahead and quit.

- Judging/Criticizing/Blaming

Example: “Hey, can’t you ever bring your kid on time?”

Problem: Parents will feel defensive; child will be embarrassed if old enough or might be upset if younger. The use of “kid” shows lack of respect.

- Name-Calling

Example: “You must be a real idiot to not know that!”

Problem: The word “idiot” makes the person feel bad about him or herself.

- Using Sarcasm

Example: “Well, looks like someone got up on the wrong side of the bed today!”

Problem: Comment is a put down.

- Diverting

Example: “Mrs. Rodriguez, I wanted to talk to you about your daughter Maria, but I don’t have time today.”

Problems: Parent may now become overly concerned because of insufficient information. The message sent is that parent and child are not important and can be ignored.

- Being Unsympathetic

Example: Mother says, “I’m at the end of my rope with Tyrone.” Teacher says, “Oh, forget it, it’s just a stage.”

Problem: It seems as if the teacher does not care about Tyrone and how his mother feels. His problems are important to his mother, but not to his teacher.

5 minutes

Summary

Say: *As we finish this hour, I will leave you with the following message. Talk can help, and talk can bring about positive change, but it must be the right kind of talk—and the right kind of listening.*

Do you have any questions? Then I have a handout [transparency] to help you remember some of the things we have talked about?

Handout B-1-8

Answer questions and review **Handout B-1-8**. If time allows, ask participants to describe other positive ways to talk to people and ask them to add these to their handout.

End of Hour 1: Closing

HOOR 2 SCRIPT

Goal: Participants will gain knowledge of assertive communication techniques.

Objective—*Participants will gain an understanding of*

- the meaning of assertiveness
- components of assertive communication
- how to say “no”
- how to become more confident by becoming more competent

5 minutes
(omit if 3-hour
presentation)

Greeting, Sign-In, Distribution of Handouts

Hour 2 Session Begins

5 minutes

Lecture/Discussion: Assertiveness

Say: *During the second hour of this module on communication, we will talk about becoming more assertive in our communication with others and we will talk about how becoming more competent can give us the confidence we need to be assertive.*

Some people think that being assertive means talking loudly, imposing your views on others, and making them agree with you or do what you want them to. But that is not what assertiveness means.

Being assertive means expressing your ideas, feelings, and beliefs in a direct, honest, and respectful way that does not violate the rights of others. Assertiveness involves showing respect for yourself by expressing your needs and showing respect for other people's needs.

Assertive language communicates your message and your needs. Even if someone is communicating with you in an aggressive manner, you do not have to respond in the same way. Assertiveness provides positive alternatives to getting angry—or giving in.

The goals of assertive communication are

- *to communicate*
- *to give and get respect*
- *to leave room for compromise so that the needs of both people can be met*

You may wonder why it is important for us to talk about assertiveness. Well, as we work with others to get things done, we need to get our message across

to them, and they need to get their message across to us. But some situations may make us feel uncomfortable and make it hard to communicate. For example, many of us have difficulty asking for help or saying what we need or disagreeing with someone—particularly if we do not know the person or if the person is supposed to be an “expert.” For example, many people feel uncomfortable talking with doctors. Parents often feel uncomfortable talking with teachers, and lots of times teachers feel uncomfortable talking with parents! Most of us feel a little anxious when talking with the “big boss” or with a person who has lots of authority.

If we feel uncomfortable, afraid, or unable to say what we really think, we will not be able to get our message across—which means we may not be able to get things done or solve problems.

So we need some strategies to help us feel more comfortable in these situations. These strategies are really ways of becoming more assertive.

15 minutes

Handout B-2-1

Lecture/Discussion: Assertive Communication Strategies

Say: *Assertive communication involves both what we say and how we say it—our verbal and our nonverbal communication. On **Handout B-2-1**, you’ll find some tips on communicating more assertively. I think you’ll remember quite a few of these from the first hour when we discussed nonverbal communication.*

Review the following points from **Handout B-2-1** and give examples or ask others to do so:

- Maintain eye contact—don’t stare; don’t look down; do look at the person’s face.
- Maintain good body posture—don’t slouch; do stand or sit up straight.

- Maintain an appropriate facial expression—don't look grouchy, bored, angry, or silly; do look attentive and interested.
- Use an even, well-modulated voice—don't yell; do speak firmly and clearly.
- Choose an appropriate time for the communication—don't approach the person when he or she is occupied; do wait until the person is free to talk with you.
- Listen to the other person—don't be inattentive; do show the other person your respect.

Say: *Of course what we say is also very important. Speaking assertively means being honest about our own needs and feelings and respectful of the needs and feelings of others.*

Handout B-2-2

Refer to **Handout B-2-2**. Review each item on the handout (and the bulleted list below) and read aloud the example provided. Ask participants to give other examples after each example you give. Or ask participants to form groups of two or three and have each group develop an example to illustrate one of the techniques on the list and then share them with the group.

Assertive Communication—What We Say

- Show you know how others feel.

Example: “I realize that as the principal you have a lot to do, but it is important that my child’s educational plan be reviewed and approved.”

- Offer choices.

Example: “I can’t stay late today to reorganize the cupboards, but I would be glad to do it next week. Which day is best?”

- Use “I” language.

Example: “When materials are left all over the floor, I get angry because I am concerned they will get ruined.”

- Avoid accusing or blaming. (Try not to use “you.”)

Example: “I need to know more; please explain what you mean by...”

- If you are rambling, *stop*. Rambling means you are not being assertive or you are trying to get someone else to make a decision for you.

Example: “Well, I know it’s hard, but I was thinking that maybe it would be better if I didn’t, but I don’t want to mess you up because I know you are really busy and I understand that but at the same time life’s just crazy right now and I don’t have a minute.”

- Ask for time if you need it.

Example: “I need to think about that, I’m too upset to decide now how we should handle this. Let me cool down; we will talk later.”

- Be a broken record. Repeat your needs—without getting upset or raising your voice. Do not provide additional information.

Example: Teacher : “Mrs. Fernandez, I would like to talk to you about your son’s behavior.”

Mrs. Fernandez: “I don’t have time.”

Ask: *How do we usually respond to an answer like that? Yes, usually we say it can wait. A better approach would be to repeat your request.*

Example: Teacher : “Yes, but I need to talk to you about your son today.”

- Accept yourself. Be willing to admit mistakes.

Example: Supervisor: “Ms. Garcia, you are late to work today.”

Ms. Garcia: “I understand that my being late puts a burden on others. I will try hard to be on time from now on.”

10 minutes

Activity: Saying No

Say: *One of the most difficult things we need to relearn in order to become assertive, is how to say “no.” Early in life (around two years of age), children start to say “no” as a way of expressing their independence and individuality. However, this “no” is seen by adults as rude and mischievous. So, children soon learn that saying “no” will get them restricted, punished, or put down.*

*But adults **need** to be able to say “no” sometimes. To relearn how to say “no,” we have to begin by realizing that we can’t be all things to all people. We must get over thinking that in order to be helpful or nice, we must say “yes” to someone when we actually want to say “no.” At the same time, we don’t want to be thought of as rude nor do we want to be “punished” for saying “no”—by being given the cold shoulder or being denied an opportunity. Does this make sense to you?*

How many of you have ever said “yes” to someone in order to be nice or polite, when you really wanted to say “no”?

Ask for a show of hands and then ask a few participants to describe the incident and how they felt when it occurred.

Have participants form groups of four.

Handout B-2-3

Say: *I’d like you to look at the two situations described on **Handout B-2-3**. As you do, I’d like your group to discuss and decide on an answer to these two questions for each situation:*

- *What is the character afraid of?*
- *How could this situation be handled differently?*

Have groups discuss answers to questions on **Handout B-2-3**. Bring participants back into one group to report and discuss their responses.

10 minutes

Handout B-2-4

Lecture/Discussion: Practice Assertiveness

Say: *Being assertive and knowing how to say “no” are valuable communication skills. But they do not come naturally to many of us. However, we can learn these skills—through practice. **Handout B-2-4** describes a system you can use for practicing assertiveness.*

Discuss the information on practicing assertiveness found on **Handout B-2-4** and in the bulleted list below.

- Observe your own behavior. When you find yourself answering in an angry or hostile way, or saying “yes” when you want to say “no,” talk to yourself about the experience and how you could have handled the situation differently.
- Keep a log of situations you find difficult. This will help you know how and when to prepare for them.
- When you know you are going to be in a difficult situation, visualize yourself in that situation before it happens. Imagine how you might feel.
- Review the way you usually respond to such situations.
- Consider other ways you could respond.
- Imagine yourself handling the situation assertively.
- Practice handling the situation assertively.
- Talk positively to yourself (“I can do it”).

Say: *Being assertive does not mean being aggressive. When you are treated aggressively or with hostility, you do not have to respond in the same way, nor do you have to quietly accept such behavior. You can be assertive—that is the position of strength. Being too aggressive and being too passive really come from the same problem—lack of confidence. We’ll talk more about that later.*

Being assertive will not always get you what you want. When it doesn't, remember that you did your best to establish communication and express your thoughts and feelings. That in itself makes you a winner. There are many other reasons to work on being assertive.

Informally talk about the following. Encourage interaction and examples from participants:

- When we frequently sacrifice our rights, we teach other people to take advantage of us.
- Being assertive breaks the habit of feeling we have to defend ourselves when we hear something we do not like.
- Becoming assertive helps us feel confident. It can also change others' attitudes about us.
- Personal relationships become more authentic and satisfying when we share our honest reactions with other people and do not block them from sharing their reactions with us.
- By being assertive and telling other people how their behavior affects us, we give them an opportunity to change their behavior, and we show respect for their right to know where they stand with us.

Finally, remember each of us has our own personal bill of rights.

Handout B-2-5

Refer to and read **Handout B-2-5**. If time allows, discuss bill of rights.

10 minutes

Lecture/Discussion: Building Confidence

Say: *Today, we are reviewing a lot of information about talking with people. I think that all of us, no matter who we are, sometimes feel uncomfortable talking to certain people. We mentioned getting uptight talking to our boss. How about when we talk to police officers?*

(You may supply different examples here.)

Say: *I used to get tongue-tied talking to some parents when I was teaching, and to some teachers after I became a parent! Some people find it very difficult to talk with doctors. They find it difficult to ask doctors questions, so they often come away after seeing a doctor with just as many questions as they had when they went in. Why does this happen?*

Field responses and summarize that this phenomenon is generally caused by feelings and attitudes that cause us to freeze and lose our ability to communicate. This can stem from

- insecurity
- low self-esteem
- fear that we don't know enough
- fear of authority
- not being familiar with the information being presented

Say: *Yes, we tend to have trouble talking with others when we feel somewhat powerless or inferior. Unfortunately, when we feel this way, we may not hear or understand what is said, we may not ask questions that are important to ask, and we may not say what is important to say. Therefore, we need to learn how to get rid of those feelings of inferiority. The main way to do this is by increasing our feelings of **competence**. When people feel competent or able to do things well, they feel more comfortable with themselves and more in control of what happens in their lives. Let's talk about*

some ways we can become more competent in our work lives.

Handout B-2-6

Refer to and discuss **Handout B-2-6** (adapted from Karrass & Glasser, 1980).

Lead discussion. Ask participants to describe what each bulleted item on the handout (and in the list below) means to them. Ask for other suggestions.

Ways to Gain Confidence by Becoming Competent

- Get involved.
 - Help with planning.
 - Volunteer to help change things that need to be changed.
 - Know what happens in your workplace.
 - Go beyond what you are paid to do.
- Show commitment and loyalty.
 - Demand the best from yourself.
 - Expect others to act responsibly.
 - Back up your co-workers and your program.
- Be steady and reliable.
 - Make yourself available to co-workers and the children.
 - Be responsible.
- Be knowledgeable.
 - Know your role.
 - Know how to carry out your duties.
 - Know how your organization works.
 - Know how your organization works with other agencies and support persons.
 - Know who people are.
- Set a good example.
 - Follow rules.
 - Don't ask for special privileges.

- Keep growing.
 - Continue to learn more about your job, about ways to perform your duties, and about the children in your care.
 - Remain curious and ask questions.
 - Keep your eyes and ears open.
 - Continue to attend training sessions.
- Be a team player.
 - Negotiate and compromise.
 - Cooperate.
- Act competent.
 - Remind yourself of your skills.
 - Talk to yourself before entering an uncomfortable conversation. Review what you want to say and what you want to ask. Rehearse the conversation.

Encourage participants to make a commitment to enhance their own competency and involvement in their current work situation.

5 minutes

Summary

Say: *During this hour, we have talked about assertiveness and saying “no.” We learned that being assertive is different from being aggressive. Assertiveness is a positive way of expressing wants and needs. We also learned that people feel more comfortable with themselves and with others when they act responsibly. As people work hard and learn more skills, they become more confident. Working and talking with others then comes more easily.*

End of Hour 2: Closing

HOOR 3 SCRIPT

Goal: Participants will gain knowledge of how to work effectively with others toward common goals.

Objective—*Participants will gain an understanding of*

- the steps in problem-solving
- how to give praise
- how to work effectively in teams

5 minutes (Omit if three-hour presentation.)

Greeting, Sign-In, Distribution of Handouts

10 minutes

Hour 3 Session Begins

Activity B-3-a

Activity: Puzzle

Divide participants into groups of four or five. Give each small group an envelope containing puzzle pieces from which one piece has been removed. (See **Activity B-3-a** on page 10 for directions on how to make puzzles.) Ask groups to put pieces of the puzzle together to form a whole. After one minute, ask if any group has been able to complete their puzzle. Explain that they could not solve their puzzle because they did not have all of the pieces.

Say: *This is what happens when we get together to solve problems at work or at home and we don't have all of the pieces. We just can't do it. This is especially true when more than one person is involved in the problem. We need to have help and information from everyone. We need to listen to what everyone says, and we need to say what needs to be said.*

During this last hour of our module, we are going to talk about problem-solving, how to give praise, and how to work as a team. First, let's explain what we mean by problem-solving. Problem-solving means finding an answer or a solution to an unsettling event or condition. It often involves two or more persons who need to agree on a way of dealing with a situation or a way of solving a problem.

Problems can be large—such as deciding on the best early childhood setting for a child with special needs— or they may be small—such as making sure all staff members, including visiting therapists, clean up after themselves. Problems are often a source of distress for those who are involved. Problems make people feel anxious and uncomfortable. Therefore, people sometimes look for someone to blame, when they should be looking for a solution to the problem.

10 minutes

Handout B-3-1

Lecture/Discussion: Steps in Problem-Solving

Say: *There is a sequence of steps we can follow to solve a problem at home or at work. **Handout B-3-1** lists those steps. Then Handouts B-3-2 through B-3-9 provide explanations and examples of each step. You may want to take notes on the handouts.*

Lead discussion on Steps in Problem-Solving using the material below and **Handouts C-3-1 through C-3-9**. (These were adapted from Faber & Mazlish, 1980.) Elicit as much interaction from participants as possible.

Steps in Problem-Solving

**Handouts B-3-2,
B-3-3, and B-3-4**

**Handouts B-3-5,
B-3-6, and B-3-7**

- Name the problem.
 - Describe the problem by giving information. Information leads to a solution, blaming and accusations do not.
 - Avoid using “always” and “never.”
 - Be specific to avoid confusion or misinterpretations.
- Talk about feelings.
 - Use “I” statements such as, “I feel anxious when people are not here on time.” Expressing honest feelings allows one to be genuine without being hurtful.
 - Ask and talk about the other person’s feelings and needs.
 - It is possible to cooperate with someone who is expressing anger if that person is not attacking someone else.
- Listen carefully and show that you are interested.
- Be assertive and direct without sarcasm, blame, or hostile comments about the other person. Make no comment about the other person’s character or personality.

Handout B-3-8

- Brainstorm to find a mutually agreeable solution.
 - Make a list of all suggestions.
 - Don't bring up the past; stay current.
 - Give feedback by restating what the other person said.

Handout B-3-9

- Agree upon suggestions.
 - Discuss all aspects of each suggestion.
 - Cross suggestions off your list that are impractical, won't work, or can't be agreed upon.
 - Make a plan to follow.
 - Write the plan.
 - Set a time to meet to evaluate how well the plan is working.

Say: *Remember, when working together to solve problems, you will want to use all that we talked about when we discussed communication earlier. What were some important things we said to do when talking with someone?*

Lead a discussion that includes the following:

- Talk with others as you want them to talk with you.
- Show respect.
- Look at the other person.
- Listen carefully and show that you are interested. (Listen actively.)
- Do not interrupt.
- Avoid roadblocks to communication discussed earlier.

5 minutes

Lecture/Discussion: Praise

Say: *We have discussed the importance of communicating respectfully with others as we work together as a team to solve problems. Working in teams gives us an opportunity to understand the importance of the jobs of other people on our team. As a result, we may want to show our appreciation for those we work with by praising them. All of us enjoy praise, and all of us can give praise. We can give it to husbands and wives, co-workers, and bosses. We can give it to children or people who work for us.*

It is easy to praise, but more difficult to give meaningful praise. Some types of praise do not have the positive effect we would like.

Ask: *What should we think about when we give praise?*

Handout B-3-10

Using **Handout B-3-10** (adapted from Ginott, 1972), lead a discussion of strategies for giving praise that is meaningful and has a positive effect on the person being praised. For each strategy you discuss, ask participants to give examples of statements that positively or negatively reflect that strategy. Write participants' answers on chalkboard or flipchart. (Sample responses are provided with each strategy below, which can be used to jump-start or extend this discussion.)

Strategies for Giving Meaningful Praise

- Praise the act, not a character trait. Even positive evaluations may have negative implications, or make the person being praised worry that he or she is expected to be perfect.

Negative example: "You are perfect," "Good girl!" (If you are "perfect" or "good" this time, what were you last time?)

Positive examples: "You set the table with every item placed where it should be," or, "The papers were completed in a careful, thoughtful manner."

- Avoid praising expected behavior; instead express appreciation and enjoyment. Praising everything, all the time, makes praise meaningless.

Negative example: “It was great of you to do your work.”

Positive example: “It was a pleasure to work with you. You covered every step thoroughly. Thank you for making it so worthwhile.”

- Identify what is being praised. Be specific. Describe the performance or product.

Negative example: “What a great job you did.”

Positive example: “Beth, you had Jason working a full 10 minutes and presented him with a wide variety of tasks. He looked happy and pleased.”

- Be creative and descriptive. Avoid cliches such as “good,” “great,” “wonderful,” “terrific.”

Negative example: “Terrific report!”

Positive example: “Anne, your behavioral observations were clearly written and contained excellent detail. They made me feel like I really knew the child even though I’ve never seen him.”

- Personalize praise. Use the person’s name, especially in written comments.

Positive example: “Peggy, you handled your conversation with Mrs. Rameirez with care and sensitivity.”

- Avoid making the praise be about *your* feelings. Instead, simply acknowledge what the other person has done. Making people feel they have to behave in a certain way in order to please you may take away from their own internal motivation to do their best.

Negative example: “I like it when you get your book orders in on time.”

Positive example: “You got all those book orders in on time.”

10 minutes

Lecture/Discussion: Teamwork

Say: *We all work on teams—as part of a family, as co-workers, as people from different agencies working together to help children. We could spend hours talking about how to build an effective team. Relax—we won’t do that. But we will speak briefly about effective teamwork—since that’s what all our work in this training module has been leading up to. Why do we want to be able to communicate effectively with parents and other caregivers? The answer is, so we can all work together as a team to serve the young children in our care.*

*A team is a group of people working together to achieve the same goal. For example, a goal most prekindergarten programs have is getting each child ready to start school. Whether a team actually achieves its goal depends on whether the people on the team are able to work together effectively. **Handout B-3-11** lists important elements of effective teamwork.*

Handout B-3-11

Refer to **Handout B-3-11** and discuss each component of effective teamwork.

Elements of Effective Teamwork

- Effective communication. This is what we’ve been talking about throughout this module—listening to others, being assertive, using positive nonverbal communication.

- Effective interpersonal skills. This also reflects what we've been talking about—listening, respecting your own ideas and the ideas of others, having confidence in yourself and others, treating others the way you would like to be treated.
- Knowing yourself and others. The more each person on the team knows about him or herself, the more effective the team's interactions will be.
 - What are your strengths and weaknesses?
 - What skills would you like to develop?
 - What is your work style? Do you like to have an outline to work from before you begin, or do you like to have all the content together first and then organize it into some structure? Do you enjoy working in an active, noisy situation or do you prefer calm, quiet environments?

Knowing yourself can also help you understand your co-workers and how their own temperaments and work styles may affect their responses to situations.

- Knowing the rules of the team. Some of these are written rules, but some are important traditions or habits that have not been written down. If everyone understands these rules, including the newer members of the team, we will have a better chance of meeting our goals.
- Knowing the roles and responsibilities of all members of the team. For the team to get its work done, everyone needs to know who is going to do what. For example, if it is my job to receive the children in the morning as they arrive so my co-teacher can talk with parents, I'd better be there to take the children or she won't be able to do her job. Unless we both understand our jobs, those jobs may not get done, and all of us will suffer—the children, the parents, and the teachers.

Say: *Can any one think of another example?*

10 minutes

Handout B-3-12

Activity: Team Roles

Refer participants to **Handout B-3-12**. Ask each participant to list on the handout the tasks people in the positions named on the handout perform at the participant's center. Then divide the participants into groups of four or five. Ask them to compare their lists.

Here are some sample responses.

- Lead Teacher
 - Talks with families
 - Writes lesson plans
 - Unlocks classroom
 - Cleans table tops
 - Writes individual educational plans and keep records
 - Leads the instructional team
 - Develops classroom schedule
 - Helps clean room at the end of the day
- Assistant Teacher
 - Talks with families
 - Keeps attendance
 - Works one-to-one with specific children
 - Cleans counters
 - Helps clean room at the end of the day
- Paraprofessional Educator
 - Gets materials ready for small group work/activities
 - Takes children to therapy sessions
 - Reports to teachers about the progress of specific children
 - Conveys messages to families from teachers
- Volunteer
 - Brings in snacks
 - Leads special activities such as music and cooking
 - Works one-to-one with specific children under direction of teachers

- Center Director
 - Locks and unlocks building
 - Coordinates center events
 - Facilitates children's transition to other programs
 - Develops and tracks budget
 - Hires staff
 - Supervises staff

Call the group together and discuss the different roles people play in different centers. Point out how important it is to have roles clearly defined because there are so many possible roles for each person. Discuss how having more than one person assigned to a role may be helpful. Ask if roles are clear at the centers in which the participants work. Ask if there are written job descriptions. Discuss ways in which a center's staff can clarify roles to improve the smooth functioning and effectiveness of the team.

5 minutes

Handout B-1-1

Handout B-1-7

Summary

Lead discussion asking participants to briefly summarize what they learned in this three-hour module.

- What have we learned about communication?
 See **Handout B-1-1**. for a starting point.
- Can you demonstrate some forms of nonverbal communication?
 Body language, tone of voice, use of space.
- Some verbal behaviors are roadblocks to communication. Which ones are most annoying to you?
 See **Handout B-1-7**.
- What is the difference between aggressiveness and assertiveness?

When you act aggressively, you show hostility or try to force others to do what you want them to do. When you act assertively, you let your own thoughts, ideas, and

Handout B-3-1

wishes be known while listening to and respecting the thoughts, ideas, and wishes of others.

- What is the relationship between competence, confidence, and assertiveness?

When you know you are competent, it gives you the confidence you need speak and act assertively.

- When a problem presents itself, what steps can a team take to solve it?

See **Handout B-3-1**.

- Is effective teamwork important? Why or why not?

Effective teamwork helps us reach our goals.

Ask: *Are there any questions?*

5 minutes

Explanation of Optional Six-Week Follow-Up Activity

Give participants the phone number at which you can be reached should they have questions about the follow-up activity.

End of Hour 3: Closing

APPENDIX A: REPRODUCIBLE FORMS

Form	Number of Copies to Make
• Instructor's Preparation and Follow-Through)	• 1 per instructor
• Instructor's Notes for Training	• 1 per instructor
• Advertising Flier	• As needed
• Participant Sign-In Sheet	• Varies depending on number of participants
• Follow-Up Mailer	• 1 per participant if you are using the optional Six-Week Follow-Up Activity
• Certificate of Completion	• 1 per participant who attends all three hours of training and completes the Six-Week Follow-Up Activity

Instructor's Preparation and Follow-Through

Preparation for Presenting Module

Review Module

Arrange for guest speaker

Set date

Arrange for room

Advertise

Arrange for audiovisual equipment

Photocopy handouts

Prepare overheads/slides

Collect additional materials

Six-Week Follow-Up Activity (Optional)

Copy letters

Send letters

Collect activity

Review activity and provide written or oral feedback to participants

Copy certificate

Prepare certificates

Deliver certificates

Record trainees who have completed module

Instructor's Notes for Training

Hour 1:

Hour 2:

Hour 3:

Training for Caregivers of Young Children!

GROW TO 5



Module B

*Working Together: Communication Skills
for Families, Early Childhood Educators,
and Other Professionals*

(This training was formerly called *MITCH*)

Day and Date _____

Time _____

Location _____

Training Agency/Instructor _____

To register call: _____

Participant Sign-In Sheet
Grow to 5 Module B

Trainer _____ Dates _____

Training Location _____

Please print.

Name _____ Social Security # _____ Phone _____ Fax _____

Address _____ City/State/Zip _____

Name _____ Social Security # _____ Phone _____ Fax _____

Address _____ City/State/Zip _____

Name _____ Social Security # _____ Phone _____ Fax _____

Address _____ City/State/Zip _____

Name _____ Social Security # _____ Phone _____ Fax _____

Address _____ City/State/Zip _____

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Name _____ Social Security # _____ Phone _____ Fax _____

Address _____ City/State/Zip _____

Name _____ Social Security # _____ Phone _____ Fax _____

Address _____ City/State/Zip _____

Name _____ Social Security # _____ Phone _____ Fax _____

Address _____ City/State/Zip _____

Dear:

This is to remind you that the Six-Week Follow-Up Activity for *Grow to 5 Module B, Working Together: Communication Skills for Families, Early Childhood Educators, and Other Professionals* is due on ____/____/____.

Please submit your follow-up activity to

If you have any questions, please call:

Telephone: _____

Sincerely,

Certificate of Completion

This certifies that

has attended three hours of training and completed the Six-Week Follow-Up Activity for

Grow to 5 Module B

***Working Together: Communication Skills for Families,
Early Childhood Educators, and Other Professionals***



Instructor

Training Agency

Date

APPENDIX B: REPRODUCIBLE HANDOUTS IN ENGLISH

Note: Each handout is labeled with a three-part code in the lower left corner. The first part refers to the module; the second part refers to the hour of the module; the third part is the number of the handout itself. For example, Handout B-2-3 is the third handout to be used during the second hour of *Module B*.

Communication

*Sharing Ideas, Information,
Thoughts, Feelings, and
Opinions by Verbal Means Such
As Speech and Writing and by
Nonverbal Means
Such As Body Language and
Tone of Voice*

B-1-1

Florida Department of Education

Listening and Body Language: Scene 1

Erick's teacher: *(to childcare center director who is working at her desk)* Ms. Jones, I'd like to talk with you about Erick. *(pause)* Do you hear me?

Ms. Jones: *(continues to work at desk; does not look up)* I can hear you. Go on.

Erick's teacher: I feel Erick might be having some problems. His attitude has changed—he seems angry, he has become aggressive, and he is not participating in activities. *(Ms. Jones continues to work without looking up.)* Do you hear me?

Ms. Jones: I'm listening to every word.

Erick's teacher: No, you're not! You haven't looked up from your work once!

Ms. Jones: *(does not look up)* I can listen and do my paperwork at the same time. *(She keeps busily working.)*

Erick's teacher: Oh, forget it! *(walks out of office)*

Questions

How did Erick's caregiver feel?

How could Ms. Jones have communicated in a more positive manner?

What was Ms. Jones' body language saying?

What are your feelings toward Ms. Jones?

Listening and Body Language: Scene 2

Erick's teacher: *(to childcare center director who is working at her desk)*
Ms. Jones, I'd like to talk with you about Erick.

Ms. Jones: *(puts down pencil, looks up at caregiver, folds hands on desk, and leans forward to listen)* OK, please go on. Tell me about Erick.

Erick's teacher: I feel Erick might be having some problems. His attitude has changed—he seems angry, he has become aggressive, and he is not participating in activities.

Ms. Jones: Hmm, when did you notice these changes in his behavior?

Erick's teacher: Oh, beginning about one week ago.

Ms. Jones: What do you think we should do?

Erick's teacher: Maybe we should call his parents to see if there has been any change at home.

Ms. Jones: That's a good idea. I'll get their phone number

Questions

How did Erick's caregiver feel?

What was Ms. Jones' body language saying?

How do these two people feel about each other now?

Listening is an important part of communication.



When you listen, you make the other person feel important.

How We Say It

Say each sentence below twice—the first time as praise and the second time as criticism.

1. You look just great.
2. Those children are really something.
3. That's a new way of doing it.
4. You're the expert.
5. That was some training session.

Use of Space in Communication

Below are four generally acceptable distances for different types of conversations. Remember, different cultures and individuals have different views of the use of space.

- Intimate distance—Up to 18 inches. Appropriate for conversations between close friends.
- Personal distance—From 18 inches to 4 feet. Appropriate for casual conversations.
- Social distance—From 4 feet to 12 feet. Appropriate for impersonal business conversation.
- Public distance—More than 12 feet.

Note: Adapted from *The Hidden Dimension* (pp. 116-125), by E. T. Hall, 1969, Garden City, NY: Doubleday.

Roadblocks to Communication

- Ordering
- Warning/Threatening
- Judging/Criticizing/Blaming
- Name-Calling
- Using Sarcasm
- Diverting
- Being Unsympathetic

When You Talk to Someone

- Act as if you want the person to talk with you.
- Show respect.
- Look at the person.
- Listen carefully and show you are interested.
- Don't interrupt.
- Talk about "I," not "you."

Assertive Communication— *How We Say It*

- Maintain eye contact.
- Maintain good posture.
- Maintain an appropriate facial expression.
- Use an even, well-modulated voice.
- Use good timing.
- Listen to the other person.

Assertive Communication— *What We Say*

- Show you know how others feel.
- Offer choices.
- Use “I” language.
- Avoid accusing or blaming.
- If you ramble, stop.
- Ask for time if you need it.
- Be a “broken record.”
- Accept yourself.

How could these situations be handled differently?

For each situation:

- *What is the character afraid of?*
- *How could this situation be handled differently?*

Situation 1

Center Director: *(to staff member)* Penny, I agreed to make a presentation to a group of 150 parents at the childcare conference tomorrow, but something came up. Can you do it?

Penny: Oh, sure, no big deal. *(To herself: Oh, no! What have I done? I hate to speak in front of groups.)*

Situation 2

Parent: *(to caregiver)* I need to shop after work tonight. Can you keep my children Katie and Joe until I get back?

Caregiver: What time will that be? We close at 6:00.

Parent: Oh, probably 6:00, but maybe later.

Caregiver: I'd like to help, but...

Parent: Thanks! I knew you wouldn't let me down. I knew I could count on you. I saw this darling dress I just have to have. I'll think of you every time I wear it.

Caregiver: Well, okay. I'll stay with the kids until you come back. *(To self: I wonder if she'll get back in time so I can get my own grocery shopping done?)*

Practice Assertiveness

- Observe your own behavior.
- Keep a log of difficult situations.
- Visualize yourself in a difficult situation before it happens. Imagine how you might feel.
- Review your usual responses.
- Consider other ways to respond.
- Imagine yourself handling the situation assertively.
- Practice being assertive.
- Talk positively to yourself.

B-2-4

Personal Bill of Rights

The right to be treated with respect

The right to have and express your own feelings

The right to say “no” and not feel guilty

The right to change your mind

The right to say “I don’t know”

The right to feel and express anger

*The right to feel and express healthy competitiveness
and a drive for achievement*

*The right to be treated as a capable human being and
not be patronized*

*The right to have your needs considered as important
as the needs of other people*

The right to make mistakes

The right to do things other people may not approve of

The right to take a break now and then

The right to ask why

The right to ask for help or assistance

The right to have and express your own opinions

Ways to Gain Confidence

(By Becoming Competent)

- Get involved.
- Show commitment and loyalty.
- Be steady and reliable.
- Be responsible.
- Be knowledgeable.
- Set a good example.
- Keep growing.
- Be a team player.
- Act competent.

Note: Adapted from *Both-win Management*, by C. L. Karrass and W. Glasser, 1980, Los Angeles: William Glasser.

B-2-6

Florida Department of Education

Steps in Problem-Solving

- Name the problem.
- Talk about feelings.
- Listen.
- Brainstorm solutions.
- Agree upon suggestions.

Note: Adapted from *How to Talk So Kids Will Listen and Listen So Kids Will Talk* (p. 102), by A. Faber and E. Mazlish, 1980, New York: Avon.

Name the Problem

Describe What You See or Describe the Problem

Instead of...

Get off the phone this instant!



Describe...

Jack, I need to make a phone call, please.

I'll be right off.



B-3-2

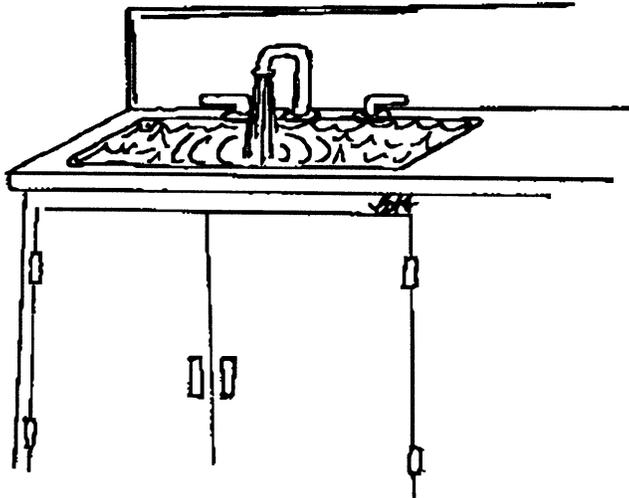
Florida Department of Education

Name the Problem

Avoid Using “Always” and “Never”

Instead of...

Aide: (to co-worker) You're so irresponsible. You always start the faucet and then forget about it. Do you want to start a flood?



Describe...

Aide: (to co-worker) Patty, the water in the sink is getting close to the top.

Instead of...

Director: (to parent) You never park in the right spot.

Describe...

Director: (to parent) It looks like rain and it's getting dark. When your car is parked in front of the crosswalk, it makes it difficult for other parents to pick up their children safely.

Teacher: Oh, I didn't realize the crosswalk is the only way in from the front. I'll park further down the street tomorrow.

Director: Thanks. That will be helpful. I guess we could help also by putting up a sign.

B-3-3

Name the Problem

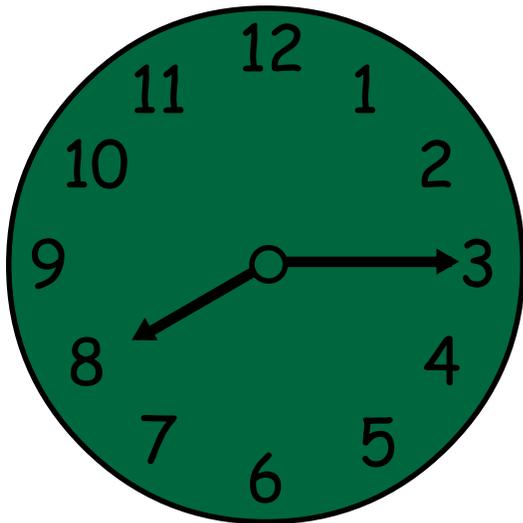
Be Specific

Instead of...

Lead Teacher: Once again we're not going to be ready for lunch on time.

Be specific...

Lead Teacher: It would be very helpful if the table was prepared for lunch now.



Instead of...

Assistant Teacher: (to parent) I'm glad you're finally here.

Be specific...

Assistant Teacher: (to parent) School activities start at 8:30. If you have Keshia here by 8:15, she'll have time to get ready so she can join in the first activities with everyone else.

Talk about Your Feelings

By describing what you feel, you can be genuine without being hurtful.



Talk about your feelings...



B-3-5

Florida Department of Education

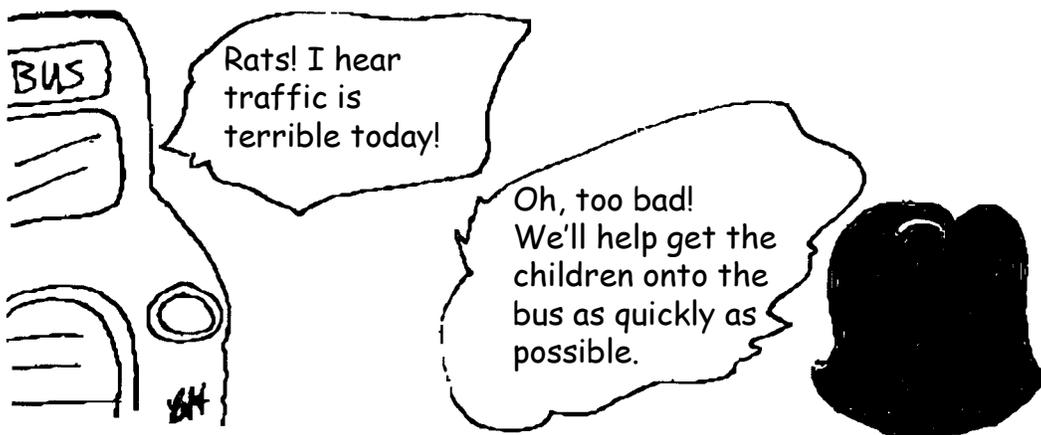
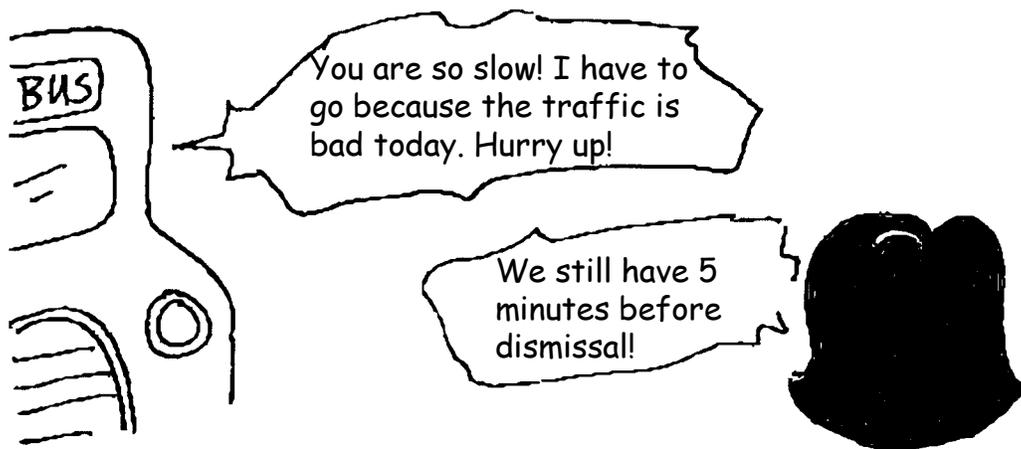
Talk about Others' Feelings and Needs



B-3-6

Florida Department of Education

It's possible to cooperate with someone who is expressing irritation or anger, so long as you're not being attacked.

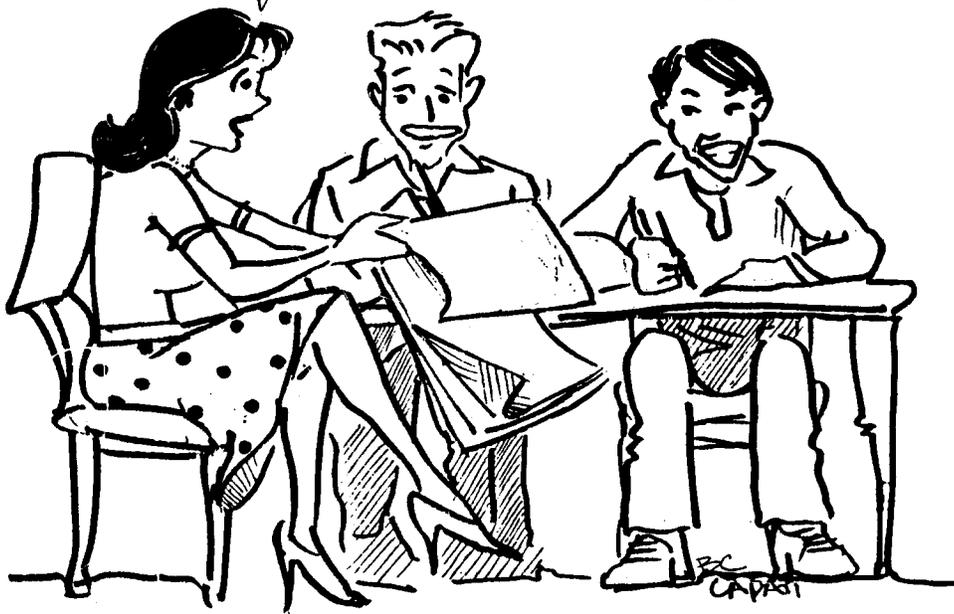


B-3-7

Florida Department of Education

Brainstorm to Find a Mutually Agreeable Solution

Let's put our heads together and see if we can come up with some ideas that would be good for all of us.



B-3-8

Florida Department of Education

Agree upon Suggestions

Decide which suggestions you don't like, which suggestions you do like, and which you plan to follow through on.



B-3-9

Florida Department of Education

How to Give Praise

- Praise the act, not the person's character.
- Avoid praising expected behavior.
- Identify what is being praised.
- Be creative and descriptive.
- Personalize praise.
- When praising someone else, don't talk about *your* feelings.

Note: Adapted from *Teacher and Child*, by H. Ginott, 1972, New York: MacMillan.

B-3-10

Florida Department of Education

Elements of Effective Teamwork

- Effective communication
- Effective interpersonal skills
- Knowing yourself and others
- Knowing the rules of the team
- Knowing the roles and responsibilities of all members of the team

Child Care Center Roles

Lead Teacher

Assistant Teacher

Paraprofessional Educator

Volunteer

Center Director

APPENDIX C: REPRODUCIBLE HANDOUTS IN SPANISH

Note: Each handout is labeled with a three-part code in the lower left corner. The first part refers to the module; the second part refers to the hour of the module; the third part is the number of the handout itself. For example, Handout B-2-3 is the third handout to be used during the second hour of *Module B*.

The English handouts have been directly translated into Spanish. Therefore, the information on the Spanish handout B-2-3 is the same as the information on English handout B-2-3.

Comunicación

Intercambio de Ideas, Información,

Pensamientos, Sentimientos y

Opiniones a Través de Vías Orales, Tales

Como el Lenguaje y la Escritura y a

Través de Vías No-Orales, Tales Como el

Lenguaje Corporal y el Tono de la Voz.

El Escuchar y el Uso del Lenguaje Corporal: Ejercicio 1

Maestra de Alberto: *(Hablándole a la directora del centro de cuidado, la cual está trabajando en su oficina)* Sra. Martínez, me gustaría hablarle sobre Alberto. *(Pausa)* ¿Me está escuchando?

Sra. Martínez: *(continúa trabajando y no la mira)* La estoy escuchando, continúe.

Maestra de Alberto: Yo creo que es posible que Alberto tenga problemas. Su actitud ha cambiado, parece enojado, se ha vuelto agresivo y no está participando en las actividades. *(La Sra. Martínez continúa trabajando sin mirarla.)* ¿Usted me está escuchando?

Sra. Martínez: Sí, yo le escucho.

Maestra de Alberto: ¡No, no parece! Usted no me ha mirado ni siquiera una vez.

Sra. Martínez: *(no la mira)* Yo puedo escucharla y trabajar a la misma vez. *(Y continúa en lo suyo.)*

Maestra de Alberto: ¡Olvídese! *(sale de la oficina)*

¿Cómo se sintió la maestra de Alberto?

¿De qué manera positiva pudo haberse comunicado la Sra. Martínez?

¿Qué quería decir la Sra. Martínez con su lenguaje corporal?

¿Cómo se siente usted con respecto a la Sra. Martínez?

El Escuchar y el Uso del Lenguaje Corporal: Ejercicio 2

Maestra de Alberto: *(Hablándole a la directora del centro de cuidado, la cual está trabajando en su oficina)* Sra. Martínez, me gustaría hablarle sobre Alberto.

Sra. Martínez: *(deja de escribir, la mira, cruza sus brazos y presta atención)* Bien, por favor tome asiento. Cuénteme sobre Alberto.

Maestra de Alberto: Yo creo que es posible que Alberto tenga problemas. Su actitud ha cambiado, parece enojado, se ha vuelto agresivo y no está participando en las actividades.

Sra. Martínez: Ajá, ¿Cuándo se dio cuenta de estos cambios en comportamiento?

Maestra de Alberto: Bueno, más o menos hace una semana.

Sra. Martínez: ¿Qué cree usted que podemos hacer?

Maestra de Alberto: Tal vez deberíamos llamar a sus padres a ver si ha habido algún cambio en la casa.

Sra. Martínez: Eso es una buena idea, voy a buscar el número de teléfono.

¿Cómo se sintió la maestra de Alberto?

¿Qué quería decir la Sra. Martínez con su lenguaje corporal?

¿Cómo se sienten estas dos personas entre sí?

Escuchar constituye una parte importante de la *comunicación*.



Cuando usted escucha, hace que la otra persona se sienta importante.

B-1-4

Florida Department of Education

La Manera de Decirlo

Diga cada oración dos veces—la primera vez como un elogio y la segunda vez como una crítica.

1. Ud. se ve simplemente maravilloso.
2. ¡Qué niños!
3. Eso es una nueva manera de hacerlo.
4. Ud. es el experto.
5. ¡Qué sesión de adiestramiento!

La Distancia entre las Personas para Comunicarse

A continuación se describen cuatro formas de usar distancia entre las personas para comunicarse, de acuerdo al tipo de conversación. Recuerde que diferentes culturas y personas tienen puntos de vista diferentes en cuanto al uso del espacio entre las personas para comunicarse.

- La distancia íntima—Hasta 18 pulgadas. Apropiado para conversaciones entre amigos cercanos.
- La distancia personal—Desde 18 pulgadas hasta 4 pies. Apropiado para conversaciones casuales.
- La distancia social—Desde 4 pies hasta 12 pies. Apropiado para conversaciones de negocios impersonales.
- La distancia pública—Más de 12 pies.

Nota: Adaptado de *The Hidden Dimension* (pp. 116-125), por E. T. Hall, 1969, Garden City, NY: Doubleday.

Barreras de Comunicación

- Dar Órdenes
- Advertir/Amenazar
- Juzgar/Criticar/Culpar
- Insultar
- Usar Sarcasmo
- Distraer
- La Falta de Compasión

B-1-7

Cuando le Hable a Alguien

- Actúe como si quisiera que la persona hablara con usted.
- Demuestre respeto.
- Mire a la persona.
- Escuche detenidamente y demuestre interés.
- No interrumpa.
- Hable en primera persona “yo,” no “tú” o “usted.”

B-1-8

Comunicación Afirmativa— *La Manera de Decirlo*

- Mire a los ojos de la persona cuando habla.
- Mantenga una buena postura.
- Mantenga una expresión adecuada.
- Module su voz bien.
- Utilice el tiempo eficazmente.
- Escuche a la otra persona.

Comunicación Eficaz— *Lo que Decimos*

- Demuestre que usted sabe cómo los demás se sienten.
- Ofrezca alternativas.
- Hable en primera persona, “yo.”
- Evite acusar o culpar.
- Si empieza a divagar, pare.
- Si necesita tiempo, pídale.
- Sea un “disco rayado.”
- Acéptese a sí mismo.

¿Cómo Pudieran Estas Situaciones Manejarse de Forma Diferente?

Para cada situación:

- ¿A qué teme el personaje?
- ¿En qué otra manera se podría manejar esta situación?

Situación 1

Director del Centro: *(a un miembro del personal)* Gloria, yo necesito hacer una presentación a un grupo de 150 padres en la conferencia de pre-escolares mañana, pero algo ha surgido. ¿Puedes tú hacerlo?

Gloria: Claro, no hay ningún problema. *(A sí misma: ¡Ay, qué he hecho? Detesto hablar en público.)*

Situación 2

Madre: *(hablándole al encargado del cuidado del niño)* Yo necesito ir de compras esta noche después del trabajo. ¿Puede usted cuidar a mis hijos Ana y Jaime hasta que yo regrese?

Persona encargada del cuidado del niño: ¿A qué hora va a ser eso? Nosotros cerramos a las 6:00 p.m.

Madre: Oh, probablemente a las 6:00, quizás más tarde.

Persona encargada del cuidado del niño: Me gustaría cooperar, pero...

Madre: ¡Gracias! Yo sabía que usted me ayudaría. Yo sabía que podía contar con usted. Yo ví este vestido bello y tengo que comprarlo. Cada vez que me lo ponga me voy a acordar de usted.

Persona encargada del cuidado del niño: Bueno, está bien. Yo me quedo con sus hijos hasta que usted regrese. *(A sí misma: Espero que ella regrese a tiempo para yo poder hacer mis propias compras.)*

Puntos a Poner en Práctica para una Comunicación Eficaz

- Observe su propio comportamiento.
- Lleve apuntes de las situaciones difíciles.
- Imagínese usted en una situación difícil antes de que ocurra. Imagine cómo se sentiría usted.
- Repase sus reacciones usuales a dicha situación.
- Considere otras formas de responder.
- Imagínese usted lidiando con esta situación de una forma más eficaz.
- Practique las técnicas que le ayudarán a ser eficaz en la comunicación.
- Hable de forma positiva acerca de usted mismo.

Los Derechos de Toda Persona

- El derecho a ser tratado con respeto.*
- El derecho a tener y expresar los sentimientos propios.*
- El derecho a decir que “no” y no sentirse culpable por ello.*
- El derecho a cambiar de opinión.*
- El derecho a decir “yo no sé.”*
- El derecho a sentir y expresar ira.*
- El derecho a sentir y expresar sentimientos competitivos y de querer lograr algo.*
- El derecho a ser tratado como un ser humano capaz sin ser tratado en forma condescendiente.*
- El derecho a que las necesidades propias sean tan importantes como las necesidades ajenas.*
- El derecho a cometer errores.*
- El derecho a hacer cosas con las que otros no estén de acuerdo.*
- El derecho a tomarse un descanso de vez en cuando.*
- El derecho a preguntar el por qué de las cosas.*
- El derecho a pedir ayuda.*
- El derecho a tener y expresar las opiniones propias.*

Maneras para Adquirir Confianza

(Haciéndose Competente)

- Involúcrese.
- Demuestre interés y lealtad.
- Sea constante y digno de confianza.
- Sea responsable.
- Este bien informado.
- De buen ejemplo.
- Continúe superándose.
- Forme parte del equipo.
- Actúe competentemente.

Nota: Adaptado de *Both-win Management*, por C. L. Karrass and W. Glasser, 1980, Los Angeles: William Glasser.

Pasos para Resolver Problemas

- Identifique el problema.
- Exprese sus sentimientos.
- Escuche.
- Piense en posibles soluciones.
- Acepte sugerencias.

Nota: Adaptado de *How to Talk So Kids Will Listen and Listen So Kids Will Talk* (p. 102), por A. Faber and E. Mazlish, 1980, New York: Avon.

B-3-1

Florida Department of Education

Identifique el Problema

Describe lo Que Ve o Describe el Problema

En vez de...

¡Cuelga el teléfono inmediatamente!



Describe...

Juan, necesito usar el teléfono, por favor.



B-3-2

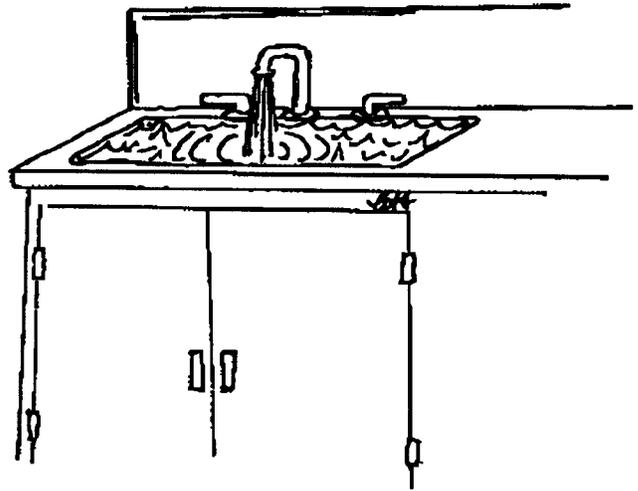
Florida Department of Education

Identifique el Problema

Evite Usar “Siempre” y “Nunca”

En vez de...

Ayudante: *(al compañero de trabajo)* Tú eres un irresponsable, siempre abres el grifo de agua y te olvidas de ella. ¿Qué es lo que quieres hacer, inundarlo todo?



Describe...

Ayudante: *(al compañero de trabajo)* Marisa, el agua del fregadero está a punto de desbordarse.

En vez de...

Director: *(al padre/madre)* Usted nunca estaciona su automóvil en el lugar correcto.

Describe...

Director: *(al padre/madre)* Parece que va a llover y ya está oscureciendo. Cuando su carro está estacionado en el área de cruce de peatones se le hace difícil a otros padres recoger a sus niños.

Maestra: Oh, no me percaté que el cruce de peatones es la única vía para llegar desde el área del frente. Me estacionaré mañana en otro lugar de la calle.

Director: ¡Gracias! Eso va a ayudar mucho. Quizás también sería buena idea que pongamos un letrero.

Identifique el Problema

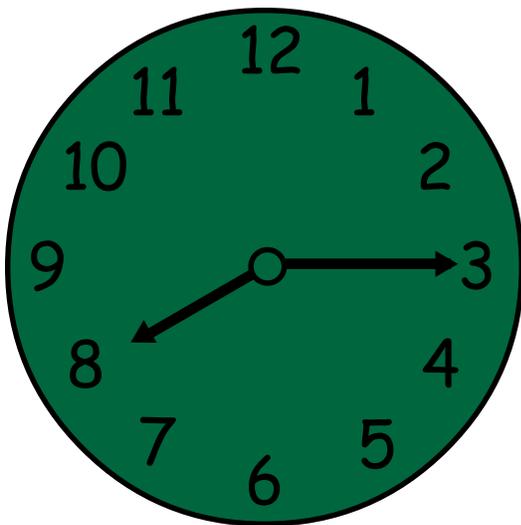
Sea Específico

En vez de...

Maestra: Una vez más no estaremos listos para la hora de almuerzo.

Sea específico...

Maestra: Sería de gran ayuda que la mesa estuviese ya preparada para el almuerzo.



En vez de...

Ayudante: (a la madre) Me alegro que al fin haya llegado

Sea específico...

Ayudante: (a la madre) Las actividades de la escuela comienzan a las 8:30. Si usted trae a Teresita a las 8:15, ella va a tener suficiente tiempo para unirse a los otros niños cuando comiencen las actividades del día.

Expresa Sus Sentimientos

Si expresamos lo que sentimos, podemos ser honestos sin ser hirientes.

En vez de...



Expresa sus sentimientos...



B-3-5

Florida Department of Education

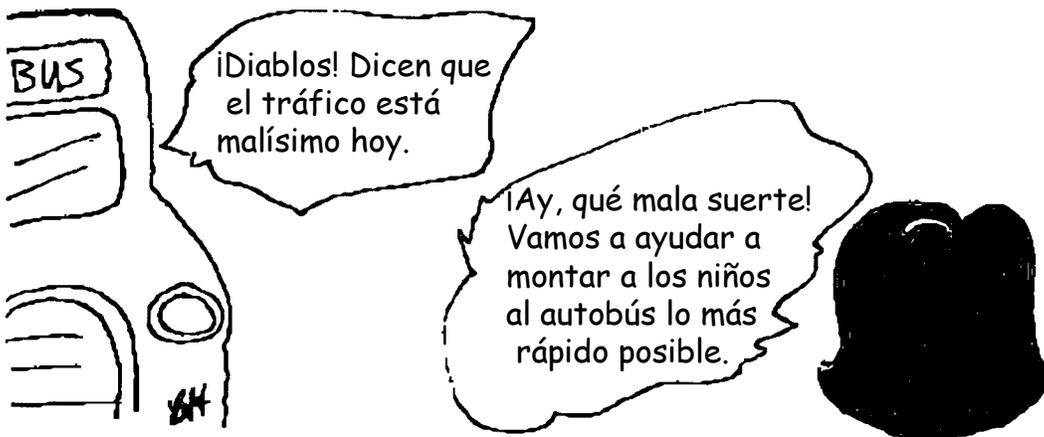
Hable Acerca de los Sentimientos y las Necesidades de Otros



B-3-6

Florida Department of Education

Es posible cooperar con alguien que se expresa con irritación o molestia, con tal de que usted no se vea personalmente atacado.



Pensar en Conjunto para Llegar a una Situación de Mutuo Acuerdo



B-3-8

Florida Department of Education

Ponerse de Acuerdo Acerca de las Sugerencias

Decida qué sugerencias no le gustan, qué sugerencias le gustan y cuáles planea llevar a cabo.



B-3-9

Florida Department of Education

Cómo Elogiar

- Elogie la acción, no el carácter de la persona.
- Evite elogiar un comportamiento esperado.
- Identifique qué es lo que ha sido elogiado.
- Sea creativo y descriptivo.
- Haga elogios personales.
- Cuando elogie a otra persona, no hable acerca de sus sentimientos.

B-3-10 Nota: Adaptado de *Teacher and Child*, por H. Ginott, 1972, New York: MacMillan.

Los Elementos de Cooperación Efectiva

- La comunicación efectiva
- Las habilidades interpersonales efectivas
- Conocerse a sí mismo y a otras personas.
- Conocer las reglas del grupo.
- Conocer los papeles y las responsabilidades de todos los miembros del grupo.

Las Responsabilidades de las Personas que Trabajan en el Centro de Cuidado

La Maestra Principal

La Maestra Auxiliar

El Educador “Paraprofessional”

El Voluntario

La Directora del Centro de Cuidado

APPENDIX D: OPTIONAL SIX-WEEK FOLLOW-UP ACTIVITY

The Six-Week Follow-Up Activity found in appendix D of each module is designed to help participants reflect on what they have learned and generalize it to their daily work with young children. Whether or not to request or require participants to complete the follow-up activity is the decision of each trainer and/or training agency.

If the instructor and training agency elect to require the follow-up activity, the instructor should explain the activity at the end of the module presentation and explain the criteria that will be used to evaluate the participants' work. It is important that participants know how to get any clarification they need and how they can return the completed activity to the instructor.

Three to four weeks after presenting the training module, the instructor should contact all participants to remind them to submit their Six-Week Follow-Up Activity. Appendix A includes a sample reminder notice.

The instructor should review and evaluate the quality of each participant's completed Six-Week Follow-Up Activity and return it to the participant with feedback. The instructor should prepare and give a certificate of completion (found in appendix A) to each participant whose performance meets the established criteria.

Note that a Spanish version of the Six-Week Follow-Up Activity is provided in this appendix immediately following the English version.

Six-Week Follow-Up Activity

Grow to 5 Module B

Name _____

Date _____

Answer the question or follow the directions in each item below. Then mail your completed Six-Week Follow-up Activity to:

Name _____

Phone _____

Address _____

Fax _____

Your Six-Week Follow-Up Activity is due at the above address by the following date: _____.

1. Name and describe three common roadblocks to communication that you have encountered at your center.

a. _____

b. _____

c. _____

2. What did you or someone else do about each?

a. _____

b. _____

c. _____

3. Briefly describe a problem situation you have faced recently and explain how the way you solved the problem is different than the way you would have solved it *before* you had this training on effective communication.

4. Describe three new and different ways you have used praise with an adult in your work setting.

a. _____

b. _____

c. _____

5. Tape record a short (one to three minute) verbal exchange you have with a professional or allow the tape recorder to run while you are in a classroom. Play it back to yourself. Evaluate your use of words. (If you cannot tape a conversation, try to recall one shortly after it happens.) Answer the following questions.

a. Did you convey your message? Yes____ No____

b. Were you telling the whole story? Yes____ No____

c. Were your words helpful or harmful? Helpful____ Harmful____

d. Were you listening to what was being said? Yes____ No____

6. If you are not happy with the way you handled the above situation, rewrite the conversation as you wish it had taken place.

Actividad de Seguimiento Después de Seis Semanas

**Grow to 5
Modulo B**

Nombre _____

Fecha _____

Conteste la pregunta o siga las instrucciones para cada artículo. Y después envíe por correo la Actividad Después de Seis Semanas a:

Nombre _____

Dirección _____

Esta Actividad Después de Seis Semanas deberá ser enviada a la dirección anterior a más tardar para la fecha siguiente:_____.

1. Nombrar y describir tres bloqueos comunes de comunicación que usted haya encontrado en su centro.

a. _____

b. _____

c. _____

2. ¿Qué hizo usted o alguna otra persona acerca cada uno de ellos?

a. _____

b. _____

c. _____

3. Explique cómo la manera en que resolvió el problema es diferente a la forma en que lo hubiera resuelto antes de que usted recibiera esta capacitación en comunicación eficaz.

4. Describa tres formas diferentes en las que ud. ha usado elogios en su relación con otros adultos de su trabajo.

a. _____

b. _____

c. _____

5. Grabe un corto intercambio verbal (uno a tres minutos) que tenga con un profesional, o deje la máquina grabando mientras esté usted en el salón de clases. Escúchelo y evalúe su uso de palabras. (Si no puede grabar una conversación, trate de recordar un poco después de que suceda y conteste las siguientes preguntas.)

a. ¿Dio a entender su mensaje? Sí____ No____

b. ¿Estuvo completo su relato? Sí____ No____

c. ¿Sus palabras fueron beneficiosas o perjudiciales?_____

d. ¿Estaba escuchando usted a lo que se decía? Sí____ No____

6. Si usted no está satisfecho con la forma en que manejó la situación mencionada arriba, escriba la conversación cómo quisiera que hubiera sucedido.

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Florida Department of Education

Charlie Crist, Commissioner

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