

Co-Trainer Guide

June 2, 2011

Obstacles to Children's Learning: Learning Disorders and ADHD



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PROFESSIONAL DEVELOPMENT PROGRAM
ROCKEFELLER COLLEGE UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW YORK

Andrew M. Cuomo, Governor
Gladys Carrión, Esq., Commissioner

Co-Trainer Guide: Obstacles to Children's Learning

June 2, 2011

6:45 PM- 9:15 PM

Co-Trainer Quick Guidelines:

- Read through this entire guide before the evening's videoconference.
- Attend the Co-trainer webinar to take place Tuesday, May 31, 2011 from 1-2PM.
- Verify that you have received all necessary materials. If anything is missing, call our office at (518) 443-5940 immediately and we will ship them to you. This will ensure that you and all materials are ready for the training.
- Make sure all equipment is working properly before the evening's videoconference.
- Follow all policies and procedures as outlined in this guide.
- If you have any questions regarding any portion of the videoconference training or the on-site activities, call the ECETP prior to the training at (518)443-5940.

Please fax or phone in participant questions during the video conference:

Fax: 518-408-3840

Phone: 518-486-5101

Videoconference Overview

Moderator: Colleen Faragon

Live Guests: Pamela Schuetze-Pizarro

Ms. Schuetze-Pizarro is a developmental psychologist specializing in the development of at-risk infants and children. She teaches many developmental psychology and child development courses at SUNY College at Buffalo.

Agenda

6:45 PM – 9:15 PM

(All times in italics are approximate)

- 6:30-6:45* **Seating and on-site registration**
- 6:55* **Broadcast:** **Safety First / Getting It Right**
- 7:00* **Segment 1:** **Learning Disorders [PART 1]**
- Broadcast:** During this segment the panelists will discuss what a learning disorder is, the different kinds of learning disorders, and what signs you should look for that indicate a child might have a learning disorder.
- On-site:** During this activity session participants will create some emotion cards using the activity sheet titled "Emotions".
- 7:45* **Segment 2:** **Learning Disorders [Part 2] and ADHD [Part 1]**
- Broadcast:** During this segment the panelists will continue their discussion of learning disorders. They will discuss how providers can work with families to help children with learning disorders and how you can help children with learning disorders in your program. We will also get into discussion of ADHD- what it is and the symptoms, causes and diagnosis associated with ADHD.
- On-site:** During this activity session participants will be asked to listen to the video on their screen then answer the questions that follow. This will help them understand how children with ADHD feel.
- 8:30* **Segment 3:** **ADHD [Part 2]**
- Broadcast:** During this segment panelists will continue their conversation of ADHD. They will discuss some ways ADHD can be managed and treatment options.
- 9:00-9:15* **Segment 4:** **Test and Wrap-Up**

- Broadcast:** During this segment there will be a one-minute countdown clock until the test begins. Each test question and 3 answer choices will appear on the screen and be read by a narrator. After all ten questions and answer choices have been read, the entire sequence will be repeated.
- On-Site:** During this segment, participants will complete the 10-question test and return it to the Co-trainer.

On-site: Welcome, seating and formulating questions

1. Objectives:

As a result of this activity, participants will:

- a) identify their expectations for tonight's training;
- b) formulate questions for the panelists; and
- c) receive all Participant Materials including the test.

2. Time:

15 minutes

3. Materials:

Participant Materials

Questions I Have form

Evaluation (you may distribute this with all other materials or wait until the conclusion of the training)

Test - The information at the top of the test sheet will be filled in by each participant. Please remind participants that it is important to include the complete name and address, and to write or print the information clearly, using a pencil.

4. Directions for Activity:

- a) Welcome participants. While checking in participants, using the prepared registration list, ask them to review their handout materials. Point out any additional resources that you may have brought to the training.
- b) As the training begins, introduce yourself and tell participants something about your background or experience as it relates to the topic. Relate any housekeeping details (location of bathrooms, telephone, refreshments, etc.) and "house rules" (smoking areas, clean-up duties or other expectations).
- c) Put the following into your own words:

"Good evening and welcome to tonight's videoconference training, 'Obstacles to Children's Learning: Learning Disorders and ADHD.' What expectations do you have for tonight's training? What do you hope to learn?"
- d) Record participant's expectations on a flip chart or wipe-off board.
- e) Put the following into your own words:

"It is important to us that tonight's training answer as many of your questions as possible. Take the next few minutes to formulate a question based on your expectations for tonight's training. We'll fax your questions to the panel to be answered throughout the training."
- f) Select an expectation from the list and demonstrate how it can be turned into a question. For example,
 - I. **Expectation:** I want to learn what exactly a learning disorder is.
 - II. **Question:** What is the definition of a learning disorder?
 - III. **Expectation:** I want to know why the disorder is sometimes called ADHD and sometimes ADD.

IV. **Question:** What is ADD and is it different than ADHD?

5. **Activity Wrap-up and Suggested Transition Statement:**

Put the following into your own words:

"If your question is not answered tonight, someone from the Early Childhood Education and Training Program will follow up with a response so please remember to include your name and a phone number or e-mail address where you can be reached."

6. **FAX your questions to the panel using the following FAX number:**

518-408-3840

**Please make sure FAX questions are written in
INK or they might not be received clearly.**

Broadcast: Segment 1— Learning Disorders [Part 1]

This segment will focus on:

- describing what a learning disorder is;
- explaining the different kinds of learning disorders; and
- listing signs that indicate a child might have a learning disorder.

On-site: Emotions

1. **Objectives:**

As a result of this activity, participants will:

- a) create emotion cards that can be used by children in their program;
- b) discuss different ways these emotion cards can be used; and
- c) share ideas for use of the emotion cards with the others in their groups.

2. **Materials:**

Activity sheet- Emotions

Pen/pencil

3. **Time:**

15 minutes

4. **Directions for Activity:**

- a) Begin by taking 5 minutes to look over activity sheet #1- Emotions.
- b) Look at each emotion word written in the boxes.
- c) Draw a picture of a face with the expression of the emotion word.
- d) You can work with a partner to discuss your cards if you would like.
- e) When you return to your program tomorrow you can cut out the pictures and use them with the children to help them learn how to express their own emotions and learn about the emotions of others.
- f) Make copies and use them as a memory game, have the children make the same faces or invent your own game.
- g) You may want to talk with your group if you come up with some fun games to play with these cards.

- h) If time permits, when you finish this activity browse through pages 1-6 of your handouts to find out more valuable information about learning disorders.

Broadcast: Segment 2— Learning Disorders [Part 2] and ADHD [Part 1]

This segment will focus on:

- continuing the discussion of learning disorders;
- explaining how providers can work with families to help children with learning disorders;
- addressing how you can help children with learning disorders in your program;
- discussing ADHD;
- outlining the symptoms, causes and diagnosis associated with ADHD.

On-site: Activity: Distractions

1. Objectives:

As a result of this activity, participants will:

- watch and listen to the video on their screen;
- answer questions about the video; and
- express how children with ADHD feel.

2. Materials:

Activity Sheet- Distractions

Pen/pencil

3. Time:

10 minutes

4. Directions for Activity:

- a) DO NOT read the activity sheet before watching the video.
- b) Watch the video.
- c) Pay attention to the information you hear and see.
- d) Answer the questions 1-5 on your activity sheet titled "Distractions".
- e) Answer questions 6-10 to share how this activity made you feel.
- f) Share your answers with a partner and if time permits, the entire group.
- g) If time permits take a few minutes to refer to pages 8 through 26 of your handout packet to find out about some resources we have shared to help you protect children from abuse or maltreatment.

Broadcast: Segment 3— ADHD [Part 2]

This segment will focus on:

- identifying ways ADHD can be managed; and

- describing treatment options.

Broadcast: Segment 4: Test

The test segment of the video will begin 1 minute after the training has ended. Participants should have their test sheet and pen or pencil ready. If participants have completed their test before the video begins, they may hand in their test sheet and evaluation and leave. Remind participants to leave quietly so that those who are watching the video are not disturbed.

- a) Questions will be shown and read aloud on the video screen and repeated a second time.

On-site: Training Wrap-up

1. Objectives:

As a result of this activity, participants will be able to:

- a) complete and turn in the written test; and
- b) complete and turn in the evaluation form.

2. Time:

15 minutes

3. Materials:

Written tests and evaluation forms

4. Directions for Activity:

- a) Collect the test sheets from participants.
- b) Remind participants to sign the attestation statement on the test sheet.
- c) Ask each participant to complete an evaluation form.

*PLEASE NOTE:

On the back of the regular evaluation form you will find the evaluation form which is required by the New York State Office of Children and Family Services. Please have participants fill this form in completely with the exception of the county code which is already coded on the front of the form. The trainer(s) to be evaluated is the Co-trainer at the site.

5. Suggested Closing Statement:

Put the following into your own words:

"Thank you for your participation in tonight's training. I hope that this session has provided you with valuable information on how to help children with learning disorders and ADHD. Have a good evening."

Policies and Procedures

As a videoconference Co-trainer, you play an important role in the success of this training. Co-trainers must maintain a professional and supportive atmosphere for the training to be a valuable experience for each individual in attendance.

For each videoconference training, Co-trainers must prepare in advance by:

- reviewing the Co-trainer guide;
- attending the Co-trainer webinar;
- checking to be sure there are enough materials for each registered participant and contacting the Early Childhood Education and Training Program if anything is missing;
- gathering any additional materials/resources to enhance the on-site activities and discussion opportunities;
- bringing a copy of the New York State Office of Children and Family Services Regulations for Day Care Centers (418), Family Day Care Homes (417), Group Family Day Care Homes (416) and School-age Child Care (414).

The new regulations can be found on line at www.ocfs.state.ny.us.

Registration Policy

Licensed and registered child care providers receive a brochure from the Early Childhood Education and Training Program listing 3 months of training.

Participants may register via mail, fax or online at www.ecetp.pdp.albany.edu . The Early Childhood Education and Training Program *cannot* accept registration over the telephone.

Registration deadline is two (2) weeks prior to the videoconference training.

Participants will receive a confirmation letter with a site address or a declination letter indicating they have been placed on a waiting list.

If a registered participant is unable to attend the training, the Early Childhood Education and Training Program asks that they call us directly to cancel. Following the cancellation, we will contact the declined participants.

Roster Policy

The Early Childhood Education and Training Program will provide a roster of participants for each training based on the confirmation and declination list. The roster will be included as part of the videoconference mailing and will be placed in the Co-trainer packet. Each participant must sign the roster in order to receive a certificate by mail upon successful completion of the post-test. Each page of the roster must be signed by the Co-trainer where indicated to certify that it is an accurate reflection of attendance. Please keep a copy of the roster for your records, in case there are any questions about attendance.

As part of the Co-trainer agreement, the roster must be completed accurately and returned to the Early Childhood Education and Training Program.

Seating Policy

Participants must arrive at the training site no later than 6:45 P.M. The broadcast portion of the videoconference begins at 6:55 P.M. and concludes at 9:15 P.M. Seating is limited and seats will not be reserved for participants arriving later than 6:45 P.M.

Depending on the size of the training space, you may be able to accommodate declined and walk-in participants. This decision is up to each individual site.

Using the roster, seat all registered and confirmed participants first. Ask all others to wait.

Second, seat participants who are listed on the "declination list" only if you have enough room to accommodate them.

Finally, seat any walk-in participants and ask them to fill out all of the necessary information on the walk-in registration form that is included in the Co-trainer packet only if you have enough room to accommodate them. The walk-in registration form must be returned to the Early Childhood Education and Training Program.

Certificate Policy

Videoconference training is an adult learning experience designed to help child care providers fulfill the training requirements of the New York State Office of Children and Family Services regulations.

The expectation of an adult training session is that a participant will be actively engaged in the broadcast, and the on-site activities and discussions.

At each training site, attendees will take a written test, *consisting of ten questions*, at the conclusion of the training video. The questions on the test sheet will also be read aloud and will be on the screen while being read. The completed test sheet must be signed by the attendee in the space indicated and returned to the Co-trainer. The tests will be submitted to ECETP by the Co-trainer for grading. A passing score of 70% is required. Those who pass the test successfully will be issued a certificate by mail. Those who do not pass the test will be notified by mail. **If the participant fails to sign both the test and the roster, no certificate will be issued.** Because the test is designed to confirm the provider's knowledge of the material covered in that particular videoconference, *there will be no re-testing.*

Cheating Policy

It is the responsibility of the Co-trainer to ensure that an adult learning environment is maintained at all times throughout the videoconference. As a result, all written tests should be completed independently without giving or receiving any assistance as stated by the Attestation Statement on the back of the test.

If at any time the Co-trainer observes that a participant's work is not their own, the Co-trainer must collect the participant's exam and the participant should be informed that they **will not be receiving credit for the Early Childhood Education and Training Program's videoconference.**

Faxing and Phoning Questions to the Panel Policy

Using the "Questions I Have" form provided by the Early Childhood Education and Training Program, Co-trainers may assist participants in formulating questions to ask the panel during the broadcast.

In order for a participant's question to be answered on-air, the "Questions I Have" form must be completed with the participant's name, site number/location and a daytime telephone number.

Co-trainers must screen questions for professionalism and/or regulatory issues. The Co-trainer must address lack of professionalism and/or regulatory issues immediately.

Children Attending Training Policy

Videoconference training is an adult learning experience; due to the sensitive nature of some of the topics, children are not permitted.

Inclement Weather Policy

The policy of the Early Childhood Education and Training Program is to conduct the videoconference trainings as scheduled, regardless of inclement weather. It is at your discretion, as a Co-trainer, to continue as scheduled or to cancel due to the weather in your area.

If you choose to cancel, immediately contact the Early Childhood Education and Training Program at (518) 443-5940. Then, using your registration roster, contact registered participants by phone to inform them of the cancellation.

Contact the Early Childhood Education and Training Program, the next day, to reschedule the training.

Technical Policy (A)

The satellite system can be checked for transmission from 12:15-12:35 Monday- Friday. You will see the New York State Lottery drawing being aired.

6:45 Test Pattern: Night of the Broadcast

A test pattern of color bars and/or a Title Screen will appear on your TV/monitor screen at **6:45 P.M.** If you do not see a test pattern or program announcement, please follow the steps below in an effort to solve the problem before you make a call to the Technical Assistance line.

If you are at a site that has a media or technical services representative, please use their expertise.

If you have trouble with the video reception, please check the following:

2. TV/Monitor is on and tuned to channel 3.
3. Both satellite receivers are ON.
4. *Miralite Digital* receiver is on channel 01.
Be sure that the A/B switch on top of the **Digital** receiver is on B.
5. If you are using a VCR in conjunction with your Satellite Receiver equipment, the VCR power switch is ON and the VCR channel selector is tuned to channel 3.
6. Make sure each cable is connected to the correct plug-in. (You might want to color code the entire system's cabling).
7. Lastly, before every broadcast, check to make sure each cable is tightly connected.

If you have trouble with the sound, please check the following:

1. Satellite receiver volume is turned up fully (use the remote control to set volume on satellite receiver).
2. Volume on TV is turned to a comfortable level (if the volume on your satellite receiver is not turned up fully, no amount of adjustment to the TV volume control will make a difference).
3. VCR power is on.

For sites with a steerable dish and a digital receiver, the following are the coordinates:

| | |
|-------------------------------------|----------------------------|
| Satellite:..... | AMC 15 |
| Transponder..... | 02 Slot NYN - (6.0 MHZ) |
| Location..... | 105 degrees west longitude |
| Receive frequency..... | 11727 MHZ |
| Symbol Rate..... | 3.9787 Msb |
| FEC(Forward Error Correction) | 3/4 |
| Polarity | Horizontal |

If you are still experiencing technical difficulties after following these steps, immediately contact Rich Reid at the videoconference up-link technical assistance number at (518) 453-9521.

If you do not have long-distance telephone service, call New York Network toll-free at (877) 280-7400. The person answering at this telephone number will contact Rich Reid immediately and Rich will contact your site to try to remedy the problem.

If you have technical questions about your satellite receive site, at any time other than a scheduled videoconference, please call the Early Childhood Education and Training Program office at (518) 443-5940.

Technical Policy (B)

After you have contacted the videoconference up-link technical assistance line and the technical problem cannot be remedied:

1. Send participants home and let them know that they will be contacted with an alternate training date.

Contact the Early Childhood Education and Training Program the next day to report the technical problems and reschedule. The Early Childhood Education and Training Program will assist with technical issues and send a VHS tape or DVD of the broadcast for the rescheduled training.

Conducting training using the handout materials is not an acceptable form of training.

*****Failure to comply with any of these policies may result in non-payment to the agency and/or individual.**