

HOME BASED SOCIALIZATION TRAINING GUIDE INDEX
2022-2023

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HOME BASED SOCIALIZATION TRAINING GUIDE

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or On Going	Forms
1302.22 (c) (i) (i) 1302.35 e	HB Ed Coord.	EHS HB Teachers	Ongoing	SA Plan Safety checklist

This training guide supports and details information from the Early Childhood Development and Health Services section of the Work Plans. Please refer to that section of the Work Plans for specific Federal Requirements.

I. The Goals for Children’s Development and Learning
See Home Based Home Visit Training Guide.

Education Approach

The program will provide an education program which is individualized to meet the special needs of children from various populations by having a curriculum which is reflective of the needs of the population. The population served is rurally isolated and predominately English speaking Non-Hispanic Whites. Materials are chosen to provide multi-cultural activities and experiences. Cultural activities are monitored by the Education Coordinator.

In the event that a child is enrolled that speaks another language, every attempt will be made to provide on a regular basis, an Aide or Volunteer who speaks the child’s language. Materials and supplies will be provided for a bilingual program.

The child development and education approach for infants and toddlers will focus on the development of secure relationships, and understanding of the child’s family and culture; the development of trust and security; and the opportunity to explore sensory and motor experiences with the support from EHS staff and family members.

The Parents as Teachers Curriculum, including the lesson plans from *What You Do Matters*, and PIWI (Parents interacting with Infants) philosophy will be implemented in Home Based. The goals of this curriculum include:

- giving the child a solid foundation for school success
- increasing the parents’ competence and confidence in giving the child the best possible start in life
- increasing parents’ knowledge of child development and appropriate ways to stimulate learning
- promoting a strong parent-child relationship
- developing true relationships between parents and schools
- providing a means for early detection of potential learning problems
- preventing and reducing child abuse and neglect

The PIWI model uses developmental observation topics (DOTS) to emphasis and support healthy parent/child relationships. The focus is on the parent/child dyad. The model builds the parent and child's confidence, competence and mutual enjoyment.

The Developmentally Appropriate classroom environment is one where the children most often:

- Lead.....rather than follow the teacher.
- Create.....rather than duplicate
- Move.....rather than wait
- Make the lines.....rather than color in the lines
- Speak.....rather than listen passively
- Initiate.....rather than imitate'
- Raise Questions.....rather than answer the teacher's question
- Solve their own problems.....rather than the teacher's problem
- Make art.....rather than do crafts
- Emphasize the process.....rather than the product
- Use authentic skills.....rather than drill and practice
- Make books.....rather than fill in workbooks
- Decide.....rather than submit
- Choose wisely.....rather than follow the teacher's lead
- Make a plan.....rather than follow the teacher's plan
- Try again.....rather than fail

The approach to child development and education will focus on individual children's progress, interest, temperaments, language, cultural backgrounds, and learning styles. The teachers use the TS GOLD assessment system to document the performance and progress in the following areas:

Approaches to Learning (arts, initiative, curiosity, attentiveness, and cooperation)

Social and emotional (building trust, sense of self, feelings, relationship with others, independence)

Language (receptive and expressive)

Cognitive (memory and problem-solving)

Motor skills (gross and fine motor and healthy practices)

Math (counting, shapes, patterns)

Literacy (book appreciation, turning pages, naming pictures)

These skills are integrated and work together to promote important developmental outcomes for children, including the ability to form close, trusting relationships, curiosity and the motivation to learn; intentionality; problem solving; self-regulation; and the capacity to communicate.

Curriculum includes routines and experiences. The daily routines are opportunities to build relationships with children that promote trust. Routines used at Socializations can include:

- Hellos and goodbyes
- Diapering and toileting

- Snacks or mealtimes
- Clean-up

The following experiences can offer parents and children appropriate interaction time

- Playing with toys
- Imitating and pretending
- Enjoying books and stories
- Connecting with music and movement
- Creating with art
- Tasting food-meal time
- Exploring sand and water
- Going outdoors

A Large Pictorial Schedule should also be displayed in the room. This generic schedule will show the order that the activities will occur. The older children and parents should be able to tell at a glance what will happen next. This large schedule should have pictures of children doing the activity such as eating together to represent meal time. It is best to use pictures of children in the program, but not required. Place at eye level for children.

General Socialization Goals

The socialization group experiences are designed to facilitate the development of emotional security through trusting relationships with a limited number of consistent and familiar people. EHS socialization experiences provide home-based staff the unique opportunity to focus on the parent-child relationship and interaction in the context of the group setting. Socialization activities are designed to allow for success by the child. Each child and his family members are respected as unique individuals.

Socializations provide a supplement to the home visit activities with emphasis on children:

- improving socialization skills and emotional development
- experiencing a variety of large motor activities
- broadening the experience base for children
- enhancing the child's self-image and understanding of themselves and others
- increasing literacy/language skills

Parents who attend socializations will have opportunities to:

- observe their children in a group setting and participate as volunteers
- address child development issues
- have a new venue for the parent/child relationship and experiences
- receive parenting information through staff, resources and other parents
- build social connections with peers

II The Experiences Through Which They Will Achieve These Goals See Home Visit Training Guide and Child Management Guide.

Teachers must plan and conduct group socialization activities with parents and for parents and children. The purpose of group socialization activities is to emphasize peer group interaction for

the parents and parent/child interaction through age appropriate activities. At group socialization settings the children are learning all the time and they learn best through play-play with equipment and materials, play with other children, and play with adults. Adults facilitate children's play by interacting with them. Teachers and parents should allow some time to observe children at play without becoming involved. At other times, parents and teachers should join in children's play. Parents can use group socialization activities as opportunities for discussing parenting, programmatic, and other relevant issues.

Early Head Start-

- Parents/Guardians must attend and stay with their children. In the case of infants, the parent should always be in the same room. As children become more independent they may separate from their parents for short periods of time. This might include times when the parent is receiving information through a facilitated discussion. Staff can transport the family to socialization with the appropriate signed paperwork.
- Socialization activities are planned jointly with parents and 22 are provided over the course of the program year.
- Socializations or "Play Dates" occur in a classroom, community facility, home or field trip setting. They are typically 2 hours in length.

Teachers should provide the following for parents:

- ★ Helping parents to better understand child development
- ★ Encouraging parents to share their parenting challenges and joys with one another
- ★ Providing activities for parent and child to enjoy together
- ★ Offering structured and unstructured learning opportunities for both children and Parents
- ★ Modeling successful strategies for engaging children and supporting their development

When planning the socialization routine, remember to consider:

Arrive early & prepare the site - The socialization site needs to be safe, secure, attractive, and inviting.

Family's Arrival - Help each family feel welcome when entering the classroom. When the family arrives greet each one of them by name. Direct parents and children to wash their hands before starting socialization activities. Have parents place purses and diaper bags out of children's reach.

Room Labeling - Familiar items (table, chair, window, door, etc.) are labeled at the child's level. This will promote a "print rich environment". Icons will be used with the labeling for the children to become familiar with the words.

Welcome - Be sure that everyone is made to feel welcome and that everyone is introduced, and be sure for the parents to sign in.

Ongoing Assessment- Teachers should be prepared to collect assessment observations

using their I-pad to document anecdotal notes, take pictures or videos.

Individualization-Teachers will have specific individualized goals in mind when planning small group experiences or parent/child interactions.

Linking Socialization to Home Visits- The teacher will plan the socialization topic keeping in mind goals established during the home visit. Socialization interactions should support and extend family goals which are meaningful to the parents.

Group Discussion - This is a time to share parent education and handouts. Encourage the parents to join in the dialogue about their child's development etc. During this time parents will be asked to predict what they think their child will be interested in that day.

Prepare for Snack - Even at the young ages of the children, be sure to promote good hand washing routines- all adults in attendance should also practice good hand washing routines. Follow family style meal service.

Parent-Child Activities/Observations - You should have activities available for all age groups that will be attending. The activities should provide both child/parent interaction, as well as the parent being able to observe their child in the activities. These activities should include some gross motor skills, and can be planned for outside if weather permits.

Closing Group Discussion - This time is a time to share today's observations and experiences, summarize main points and discuss ways to carry over lessons learned to the home environment. Teachers will also want to give parents information on upcoming program events, offer parent stipend and say good-bye's.

Making Transitions and Routines Work

Transitions can often be difficult for small children. These are the times that children and parents will be moving from one activity to another. With sufficient warning, parents will be able to aide their infants and toddlers in moving to the next activity. If this is a particularly difficult time for the child, the parent may need some encouragement and guidance in ways to make this a more pleasant experience for their child.

III What Staff and Parents Do To Help Children Achieve These Goals

Teacher and Parent Roles

All children/families assigned to the same teacher are provided the opportunity to participate in the group socialization activity.

When a child has a handicapping condition which might limit his ability to participate, the Disability Services Coordinator is notified and will locate additional services or equipment needed to permit the child to participate to the maximum extent feasible.

On home visits, socialization plans are discussed. Parents are asked to give input as to skills they wish their children to learn and suggestions for activities/topics with which they may wish to assist at the group socialization activity.

The teacher is responsible for cleaning, replacing consumable supplies, and organizing spaces after socialization activities.

Care is given to leave the site in excellent condition in order to maintain a positive rapport with the churches or agencies donating space for socializations. Shared sites will also be returned to the original condition.

(See the health & Safety Training Guide for more details on cleaning items in the Socialization classroom.)

Siblings can be in the classroom under the following special circumstances.

1. The parent understands our insurance covers only the enrolled child
2. Any child not enrolled must stay with the parent at all times.

Exclusions for health reasons

Due to DCFS Licensing Guidelines and safety of children, a child will be excluded from coming to socialization if a physical exam (WBC), up-to-date immunizations, lead and TB tests are not on file. They will only be excluded from Socialization until the proper forms are in place. The HBT will continue to conduct home visits and aid the parent in completing the health screenings

Logistics and Planning

The group socializations (Play Dates) are planned jointly between the teacher and the parents. Socializations may be conducted anytime of the day including evenings if desired by the parents. The HBT can adjust their schedule in consultation with the HB ED Coordinator to accommodate evening or Saturday socializations. Socializations are encouraged to be held at the local library as often as both parties are willing and available. HBT should communicate with the local children's librarian for arrange for these events. Teachers will also remind parents of socialization topics and dates every home visit and attempt to text or call the parent the morning of or afternoon before. The HBT is expected to offer transportation if needed.

Face Book virtual socializations

Each Home Based area must offer 22 socializations to the families in their area. In addition the HBT will take turns conducting Facebook live virtual socializations monthly. The HB Education Coordinator will set up a schedule for the HBT to follow so they know which month to plan. The HBT will partner so they can have one person adjust the camera and the other to be conducting activities. All Home based families will be invited to join this event. It will be the responsibility of the planning team to write the plan, email the plan to other HBT and also give a supply list to the teachers and HB Education Coordinator three weeks before the event. This will allow time for items to be purchased and distributed. The planning team will also post on Facebook at least two weeks in advance the date and time for the socialization. By the day of the event or before any handouts should be posted. All HBT will need to submit a copy of the plan with attendance from their area on the back. Scan and email these to the HB ED Coordinator within two weeks. Parents who watch the event live or within one week after the event can be counted as present.

Health and safety activities should be included each month. Health activities can include field trips to local health facilities, role playing with classroom props, reinforcement of daily healthy habits such as hand-washing and proper use of tissue. Safety themes must include fire, tornado and earthquake drills and pedestrian safety.

Other ideas for healthy activities at the socialization are:

- ✓ routine hand-washing
- ✓ daily movement and exercise with Choosey
- ✓ Teacher planned MVPA
- ✓ Go, Slow, Whoa information and nutritional activities
- ✓ Books/puzzles about doctors, dentists, hospitals
- ✓ Dress up clothes and puppets of health and community helpers
- ✓ Instruments used by health professionals
- ✓ Nutritional education
- ✓ Inviting health and emergency response professionals to the socialization

(See Health & Safety Training Guide for more details)

Diapering area and procedures

There must be space and materials provided for the sanitary changing of children in diapers or pull-ups. This space should be in a restroom area or separated by a partial wall or located three feet from other areas children use. Materials PACT will have on hand include; diapers, wipes, sanitizing solution, gloves, and covered waste can. The diapering procedure should be posted by the changing area.

Parents are encouraged to change their own child's diaper.

Literacy Activities

Literacy props/tools/activities will be included in each area during free play. The teacher will interact with the children and encourage them to experience the activities available.

Examples: Appointment book, menu, order pad, play money, price tags, charts, graphs, grocery list, telephone books, catalogs, pictures of buildings, ads from grocery stores, hardware stores, department stores, newspapers, feeling words/games, weather information/words, etc. Environmental print items should also be included in the learning areas.

Games that promote literacy/language, numbers/counting, name recognition, etc. should be available and adults should encourage the children to play the games.

Open-Ended Questions Stimulate Thinking – Open ended questions help children to think through their experiences and verbalize their understandings and feelings; they do not have a right answer: they are structured so that all children can respond. To stimulate their thinking try some of these open-ended questions:

- | | |
|----------------------------------|--|
| How do you think.....? | Can you think of another reason? |
| What else could have | Do you have an idea how.....? |
| How is this different from | What will happen if.....? |
| What are some ways to.....? | What other ways can you think of? |
| What can we do instead.....? | What might happen if |
| Why do you feel that way.....? | Tell me: all you can remember... |

Social-Emotional Development

Socialization activities will promote developing positive relationships, developing a rich and varied feeling vocabulary, anger/emotion management, and problem solving skills. The activities will encourage children to develop positive relationships with their peers as well as staff.

Teachers will promote self-image for every child by using praise and encouragement. The praise and encouragement will be descriptive, conveyed with enthusiasm, and contingent on appropriate behaviors and efforts.

All activities shall be designed to offer personal success opportunities. Children will be permitted to make and learn from mistakes free from punitive responses. The environment shall be physically and emotionally safe for young children.

A child's accomplishments and efforts, no matter how small, shall be recognized in order to affirm worthiness and potential. Children shall be respected for who they are and their individual rights shall be protected. Efforts will be made to convey basic human values such as trust, honesty and caring for others, along with acceptance of people with differing abilities, and instilling ethnic/racial pride.

Physical Activity-MVPA

Scheduled and planned activities should include stop and go movement, balancing, running, jumping, vigorous movements to enhance stamina and flexibility. Children should be encouraged at each socialization to move in ways that demonstrate control, balance, and coordination.

Equipment to promote gross motor skills can include hoops, bean bags, balls, mats, riding toys, push-pull toys, etc.

The classroom area should be set up to encourage play and active exploration for infants and toddlers and preschoolers. Teachers will encourage physical development by:

- Allowing infants and toddlers to play with and explore objects in a safe environment
- Provide open indoor and outdoor space
- Provide materials for grasping, pulling, dropping, pushing, throwing, and touching
- Provide soft spaces for children to sit or lie down
- Safe space for infants to lie, sit or crawl as well as space for toddlers to climb and run
- Encourage movement and playfulness
- Encourage children to use their senses
- Interact face to face in all kinds of routines
- Move infants from one area or position to another
- Change the environment to stimulate interest.

RECORD KEEPING AND FORMS

Group Socialization plans are to be written before the scheduled activity date. Before writing the lesson plan, the teachers ask for parent ideas regarding activities/topics to use during the group socialization. If changes occur in plans or activities, they should be documented on the back of the plan. Teachers should include parent suggestions and children's interest when planning.

These written plans should include activities and objectives for: group discussions, nutritional education, parent-child interaction activities, observations, exploration, parent education/skills, child development, a minimum of 10 minutes of MVPA and self-help skills. The EHS group

socializations should include 20 minutes for Parent-Child Activities/Observations. Children and parent's names should be used frequently and in a positive manner. All staff should promote language development with the infants and toddlers, as well as be involved with the parents' conversations regarding the development and/or concerns of their child.

The Original Socialization Plan should be posted in the room so parents will be aware of what is going to happen for that day and the planned purpose for the activities. The purpose of each activity is aligned with the program's school readiness outcomes.

After the Socialization, the teacher makes any changes to the plan to have it accurately reflect what happened. Document children and parents in attendance and complete the questions on the bottom. Teacher signs the form attaches the *safety checklist*, and scan and emails these to the HB Education Supervisor.

If the HBT does not submit 22 completed socialization plans and safety check lists to the HB Education Coordinator, then the HBT has not fulfilled her job duties by providing documentation of providing the required number of socializations.

Transportation Request forms

Before transporting a family, the HBT must notify their supervisor and the CO who they are transporting, where to and why. Any teacher transporting a child and/or family member in her own vehicle must have a *Transportation Request* form filled out, and this form must be mailed to Central Office after transportation has occurred.. Teacher should have *Emergency Care Information* & first aid kit when transporting any child/family.

Safety Checklists are completed just before each scheduled activity and posted next to the written plan, and then attached to the completed *Group Socialization* form.

The teacher sends the completed plan, with the *Safety Checklist* attached to their supervisor. The completed plan includes the names of children, staff, and parents attending the activity. Providing a safe environment, conducting the socialization, including snack purchase and preparation or arranging for the group's nutritional needs with appropriate staff member, obtaining parental assistance, and all other arrangements are the responsibility of the Home Based Teacher.

The HB Education Coordinator will complete the *Certificate of Inspection for Unsafe Children's Products* before the first socialization. A copy of this form will be kept in the Health and Safety notebook for each area. HBT and HB Education Coordinator will conduct ongoing monitoring of materials for recalls using IDPH website.

HB Outdoor Classroom Safety Checklist

If the socialization site has an outdoor play area or if a park will be used as a field trip, the teacher will assess the environment for safety prior to children using the area. The Teacher will also complete the *Playground Safety Checklist* form. Mail completed form with socialization paperwork to HB Education Coordinator. (see *Health & Safety Training Guide* for additional guidelines for playground safety.) This does not have to be completed if socialization is at a center where a center staff member has already completed an outdoor safety inspection.

Cleaning and Sanitizing of Socialization Materials

Post the cleaning schedule on the Health and Safety Board.

Cleaning of materials used for socializations will be completed after each socialization whether children were present or not. Documentation of the cleaning will be mailed to the Home Based Education Coordinator quarterly or by November first, February first, May first and July first.

First aid kits

The HB socialization space is provided with a well-supplied first aid kit. HBT must inventory the kit monthly and requests supplies as needed. Submit a consumable form with requests to the CO. The HBT must send a copy of the checked and dated first aid kit inventory with their completed socialization plan to the HB Education Coordinator monthly

Health and Safety Notebook

These notebooks are used at every Socialization/Field Trip to ensure the safety of staff and children. Notebooks must have copies of the following forms for each enrolled child:

- *Emergency Care Information*
- *Medical Alert (if applicable)*
- *Medication (if applicable)*
- *Dietary (if applicable)*
- *No Permission Publicity*
- *HB Annual Facility checklist*

The following staff information should also be included:

- *HBT sign off stating they received annual training on Crisis Management Manual*
- **Staff will also put their *Employee change of status* form for information for emergency contacts**

The Crisis Management Manual specific for the center will also be in the Notebook.

Take this notebook with you if evacuation of the building is necessary. This is confidential information so lock it up when you leave the site.

Medical Alert/Medication Checklist - this checklist is on the back of the *Safety Checklist* and is completed prior to each Socialization. Not all of this information will pertain to EHS, so just mark those areas N/A.

Health and Safety Board

The Health and Safety Board will include the following information and needs to be in every classroom.

- Location sign with the following information: location of- telephone, first aid kits, fire extinguisher, child's medical and emergency info, and clean-up kit.
 - Poisonous plant reference
 - Dental emergency booklet
 - First aid guide including choking and CPR
 - Safety drill procedures (Fire and Tornado)
 - Classroom alert list
- * First aid kits must be inventoried monthly

Evacuation plans and Storm safety response

All rooms used at Home Based office and socialization sites will have primary and secondary emergency routes in case of fire and tornados posted by exit doors.

Field-Trips - It is required that each home based area plan a field-trip for one of the group socializations to the community library sometime throughout the year. Other age appropriate field trips include nursing homes and parks. With the age group served by Early Head Start it might be somewhat difficult to plan further age appropriate field trips. If the teacher or the parents have a request for any further field trips, discussion with the Education Coordinator, needs to take place before making the plans.

The HBT's monthly schedule must include location of the socializations or "Play Dates". This is important for emergency situations and communication between staff and parents.

PARENT STIPEND INSTRUCTIONS

Money Bags

Each Home Base Area will have a Parent Stipend Bag and is responsible for it. At all times this bag should be kept locked up in a secure place that no other person has access to.

Completing the forms:

Parent Mileage Grid – Do First Prior to Any Socializations

The Home Base Teacher will need to complete this grid to be used as a guide that states how much each family is to receive in reimbursement throughout the year. Remember that the mileage is for round trip from the family's home to the socialization site. The Home Base Teacher is to determine the mileage, no one else.

Parent Stipend (1/4 of sheet form) (HOME BASE TEACHER WILL COMPLETE)

Indicate receipt # - start with #1 and continue numerically throughout the year. Only start over with #1 at the beginning of each new fiscal year.

Date – use socialization date.

Total Round Trip – the Home Base Teacher needs to refer to the Parent Mileage Grid to get the total round trip mileage for that family.

Total Amount Due – multiply the total round trip miles X \$.58/mile and this is the amount the parent is reimbursed.

Parent Signature – the parent needs to sign this form prior to the money being given to them – this way no one forgets to sign.

Teacher Signature – the teacher will need to sign this form after the parent has signed.

Parent Stipend Reconciliation Form

After **two socializations**, the Teacher will need to complete the Parent Stipend Reconciliation Form replenish the parent stipend money.

Date – the date you are completing this form

Prepared by – person completing the form

Fund Balance – this amount to the total money bag allotment – this total is always the same throughout the year (the only time this amount will change is when/if the money is increased or decreased)

Receipts for the period – list each receipt # and the amount listed on that receipt

Total Receipt Amount – total all receipts listed and enter on this line

Plus Cash Remaining – count how much money is remaining in the parent stipend bag + any checks in transit. (Transit - means that if a reconciliation has been completed, but have yet to receive a check for it, then that is a check in transit.) Therefore under the cash remaining line – need to write on the reconciliation form “cash in transit” and put that amount there because all the money needs to be accounted for, otherwise the form will not balance.

Fund Balance – This is the total of adding the Total Receipt Amount to Cash Remaining plus any checks in transit. This total matches the total money bag allotment that is indicated on line #1 – if it does not balance do not send the form in unbalanced, will need to contact Fiscal Officer.

Once the form is balanced and has been completed **staple the receipts behind the reconciliation form** and mail to Central Office.

Other Information

If there are any discrepancies the Teacher will need to call the Fiscal Officer immediately.

If the total parent stipend allotment needs to be adjusted please call Fiscal Officer so an appropriate amount can be determined. Do not just start reconciling after every socialization.

If there is plenty of money after two socializations reconcile it anyway. Every Teacher needs to be reconciling the Parent Stipend Bag after two socializations. Only exception would be if no parents are attending the socializations.

Teachers are to complete all the forms, not the parents or anyone else.

Only parents driving will receive the parent stipend reimbursement as the reimbursement is on actual driven miles.

No employee is to arrange any transportation between parents for liability reasons.

Very important: **At all times your receipts + the cash in your moneybag must equal your total moneybag allotment! No loans/borrowing from the bag is allowed. This includes no borrowing from other Teacher's bags as well.**

The Home Based Teacher will be held responsible if there are any discrepancies with the Parent Stipend Bag money.

Special Circumstances

Field trips

The parent would be reimbursed their round trip mileage from their home to the socialization site, no matter where the field trip is located.

Parent coming without child

The only time a parent would get the reimbursement for coming to socialization or parent meeting without their child is if it was written in their family action plan that the parent attend and the parent needs the money to attend.

Forms for socializations which must be submitted:

- **Completed socialization plans**
- **Safety checklists for each planned socialization conducted at the socialization site**
- **First aid kit inventories (copy)**
- **Petty cash reconciliation form and receipts**
- **Outdoor safety checklists if applicable**

IV The Materials Needed to Support the Implementation of The Curriculum

The curriculum also includes the physical environment of the classroom. Each Socialization class has their own inventory which includes multiple items to promote learning in all areas including social/emotional, approaches to learning, physical, cognitive and language. The arrangement of the classroom has a definite effect on the overall smooth running of the program and the atmosphere in the classroom. The teacher will need to organize the classroom environment to accommodate all age groups that will be attending - from young infants thru toddlers. The environment will support child development by strengthening the parent-child relationship. The classroom will include materials that will: help parents to better understand child development; encourage parents to share their joys and challenges with one another; provide activities for parents and children to enjoy together; offer structured and unstructured learning opportunities for both children and parents; and will model successful strategies for engaging children and supporting their development. Materials in the classroom will be reflective of differing cultures, as well as depicting a variety of disabilities. The parents are used as a resource for information about their child and their community. Parents as well as community members will be resources for cultural activities and activities specific to family customs.

Activities and materials should enhance a child's independence and require a minimal amount of adult intervention or participation to reach success.

Visuals

Most of the pictures and art displayed in the classroom should be pictures of and by the enrolled children. Be sure to display photos of the children and their families in various ways, including in books, photo cubes, wall mats and floor cushions. Children's artwork, with their name posted beside the project should be placed for viewing at child's level.

Learning Centers

When planning and setting up learning centers, teachers will need to consider:

- Your children's group as well as individual interest
- Quiet and active areas
- Traffic pattern to help control movement between areas
- Size of each center area
- Type of furniture, shelving, and equipment available
- Establish and enforce guidelines on how to use the materials/equipment in each center
- Monitor the centers closely to avoid disruption and accidents
- Keep all of the equipment in safe and good working condition
- Promote constructive use of materials through neat and orderly organization
- Have the materials in containers-label shelves & containers
- Post signs, posters, murals, children's projects, etc. AT CHILD'S EYE LEVEL
- Post and review Pictorial schedule, classroom rules. Post other charts, etc. as needed
- Change the accessories in the centers so they stay challenging and inviting
- Have as many of the centers open as much of the time as possible

Purpose of center set-up

- Children learn by doing
- Children are free to make choices
- Children can "work" at their own pace
- Staff can work with small groups
- Specific skills can be targeted

Four Basic Elements of Centers- please offer a minimum of four centers each time and rotate materials monthly

1. Provide a variety of fun and purposeful activities
2. Literacy connection- put books and labeling in all centers
3. Writing materials- put relative writing materials in each center (recipes and shopping lists in the kitchen area)
4. Opportunities for verbal exchange/conversations with adult or peer

The following centers are appropriate for 0-3 classrooms:

- Imitating and pretending such as housekeeping or dress-up
- Stories and book reading
- Music and movement
- Water play (with one on one supervision)
- Art
- Manipulatives such as blocks, cars, animals

- Table toys such as puzzles
- Gross motor area with balls and riding toys

Problem solving and independence shall be fostered by the environment and adult/child interactions. Children shall be encouraged to increase their decision making abilities, insight, and flexibility through the experiences of making choices.

An observation checklist is completed by the management staff if she/he attends. Observations made by management staff may be unscheduled and are considered in the evaluation process.