

Training Objectives-- Baby TALK Training

Training Concept	Learning Objectives-By the end of this training participants will be able to:	Training Stage: Continuum of skill development 1-5	How participants progress toward meeting the objectives will be assessed by:
<p><i>(BT Model in 12 words)</i></p> <ul style="list-style-type: none"> • Build a System • Screen Every Family • Identify the Need • Deliver Appropriate Service 	<p><i>Define</i> the 12 words that describe the Baby TALK Model; <i>Apply</i> the Model within different systems of care; <i>Relate</i> the Model to current service delivery/systems in their own center or community</p>	<p>Stage 1 Stage 1 Stage 2</p>	<p>Lecture and large group discussion</p>
<p><i>(9 critical concepts)</i></p> <ul style="list-style-type: none"> • “Tell me about your baby” • Going Where Families Are • Coming Alongside • Building Relationships • Collaborations • Systems Building • Parallel Process • Facing Difficult Issues • Becoming Ever Better 	<p><i>Define</i> Baby TALK’s Critical Concepts; <i>Apply</i> the Critical Concepts across agencies/disciplines; <i>Contrast</i> these critical concepts with current underlying principles of their work with families</p>	<p>Stage 1 Stage 2 Stage 3/4</p>	<p>Lecture and large group discussion Small group discussion Discussion of Scenarios, videos, and role play</p>
<p><i>(4 layers of relationships)</i></p> <ul style="list-style-type: none"> • Parent/Child • Parent/Professional • Professional/Collaborator • Professional/Professional 	<p><i>Identify</i> the 4 layers of relationships which comprise Baby TALK’s Trustworthy system of support; <i>Analyze</i> their role in each one of the relationships within their work environment.</p>	<p>Stage 1 Stage 2</p>	<p>Lecture and large group discussion</p>
<p>“Gatekeeping”</p>	<p><i>Define</i> the use of “Gatekeeping” within the context of their work environment; <i>Examine</i> their practice /approach to families for possible “Gatekeeping”</p>	<p>Stage 1 Stage 2/3</p>	<p>Lecture and large group discussion Hands-on-activity</p>
<p>“Assumptions about infants and toddlers”</p> <p>Developmental tasks of infants and toddlers and behaviors that accompanies each skill</p>	<p><i>Relate</i> the assumptions about infants and toddlers to current practice; <i>List</i> the developmental tasks of infants and toddlers; <i>Recognize</i> the internal and external forces behind development; <i>Interpret</i> the meaning of developmental behaviors in the context of encounters with parents</p>	<p>Stage 1/2 Stage 1 Stage 1 Stage 3/4</p>	<p>Lecture and large group discussion Small group discussion/Hands-on-activity Lecture Lecture, small group discussion and hands-on-activity</p>
<p>Relationships--Engagement, trust, vulnerability, listening</p>	<p><i>Identify</i> behaviors/practices of a trustworthy relationship; <i>Explain</i> the difference between watching and observing; <i>Practice</i> listening skills;</p>	<p>Stage 1 Stage 2</p>	<p>Lecture and large group discussion Pair and share, large group</p>
<p>Engaging parents in early literacy in the home</p>	<p><i>Recognize</i> developmental behaviors in infants and toddlers as they relate to books</p>	<p>Stage 1</p>	

<p>Making use of the opportunities we have with parents using protocol template for having personal and group encounters—join the family system of care</p>	<p><i>Define</i> listening skills needed to begin affiliation with family; <i>Document</i> information on personal encounter form; <i>Analyze</i> developmental information and formulate an encounter with a family using the information and the corresponding encounter protocol; <i>Reflect</i> on video footage an encounter and a role-play</p>	<p>Stage 1 Stage 2 Stage 3/4 Stage 5</p>	<p>Lecture and large group discussion Lecture and large group discussion Small group discussion and hands-on-activity Large group discussion, small group discussion and hands-on-activity</p>
<p>Use of curriculum to support the parent/child relationship</p>	<p><i>Review</i> curriculum in print and electronic versions; <i>Analyze</i> curriculum for future use with families</p>	<p>Stage 1 Stage 3</p>	<p>Lecture and large group discussion Small group discussion and hands-on-activity</p>
<p>Building a “Baby TALK system” System of communication and integration within your center Collaboration within your community</p>	<p><i>Develop</i> a framework for implementing the Baby TALK system; <i>Define</i> community; <i>Identify</i> potential partners within the system</p>		
<p>“Facing Difficult Issues” Child’s development, child’s behavior, parent’s behavior, professional’s behavior</p>	<p><i>Describe</i> behaviors which present challenges in service delivery; <i>Articulate</i> role of professional in discussions of challenging behaviors</p>	<p>Stage 1 Stage 2</p>	<p>Lecture and large group discussion Lecture and large group discussion</p>
<p>“Becoming Ever Better” Reflective Practice Professional Growth Plan</p>	<p><i>Identify</i> characteristics of a reflective professional; <i>Practice</i> reflective journaling; <i>Describe</i> components of professional growth; <i>Identify</i> and analyze professional strengths and areas of challenge; <i>Create</i> growth plan action steps</p>	<p>Stage 1 Stage 2 Stage 1 Stage 2/3 Stage 4</p>	<p>Lecture and large group discussion Hands-on-activity Lecture and large group discussion Hands-on-activity</p>
<p>Strategic Plan</p>	<p><i>Develop</i> action steps; <i>Identify</i> potential collaborators; <i>Create</i> timeframes around the action steps; <i>Anticipate</i> potential challenges and the means to overcome them</p>		