Gains Survey: Module 1D

Florida's Office of EARLY LEARNING The early learning leaders

Florida Developmental Disabilities Council, Inc.

Name: **Date:**

Training Title: Creating Safe, Secure, and Supportive Environments: Implementing Rules and Rituals

Trainer: **Reference:**

Number of Sessions in Training: 1

Total # of hours in Training: Two Hours

Thank you for your participation in this training. To help us make sure this training taught what we hoped it would, we ask that you complete this survey. Your responses will tell us what was taught well and what areas of the training may need to be changed to teach it better. <u>You may use your materials to help you answer the questions</u>, but you may not talk with others in the class while you complete it.

PLEASE NOTE: Your answers are <u>not</u> used toward a grade, will not affect your completion of the course, and are <u>not</u> used in the awarding of hours or CEUS.

<u>**SECTION I**</u>

Think back to what you knew and did **BEFORE** you took this training. Rate the knowledge and skills you think you had before taking this training.

KNOWLEDGE AND SKILLS	BEFORE I took this training my knowledge and skills were:				
1.Increased comfort and confidence in developing rules for your classroom	**1** (Low)	**2**	**3**	**4**	**5** (High)
2.Knowledge and confidence in the types of rules and the different purposes they serve	**1** (Low)	**2**	**3**	**4**	**5** (High)
3. Various strategies to teach and reinforce the rules to the children in your care	**1** (Low)	**2**	**3**	**4**	**5** (High)
4. Various strategies for evaluating my own rules and children's use of them as rituals for interaction	**1** (Low)	**2**	**3**	**4**	**5** (High)

Think back to what you learned in this training. Rate the knowledge and skills you have now that you've taken the training in the **AFTER** column.

KNOWLEDGE AND SKILLS	AFTER I took this training my knowledge and skills were:				
1. Increased comfort and confidence in developing rules for your classroom	**1** (Low)	**2**	**3**	**4**	**5** (High)
2.Knowledge and confidence in the types of rules and the different purposes they serve	**1** (Low)	**2**	**3**	**4**	**5** (High)
3. Various strategies to teach and reinforce the rules to the children in your care	**1** (Low)	**2**	**3**	**4**	**5** (High)
4. Various strategies for evaluating my own rules and children's use of them as rituals for interaction	**1** (Low)	**2**	**3**	**4**	**5** (High)

SECTION II:

Please answer the following questions. Indicate your answer by making a (circle) around your choice clearly. You may review your training materials, but you may not share or discuss your responses with other participants.

1. The way in which we give directions is critical. Which ideas support appropriate ways to give young children directions: (circle all that apply)

   a) Make sure you have the children's attention before you give the direction.

   b) Give a lot of directions at once.

   c) Tell everybody the same thing in the same exact way.

   d) Give clear, focused and concise directions.

2. You should have only a few (between 3-5) simple and clear rules:

   True   False

3. Rules should address: (circle all that apply)

   a) Who is ultimately in charge

   b) Time we spend in centers and outside time

   c) Interactions with property, adults, and peers

4. Children learn rules easily. In fact, there is really no need to spend any time teaching them the expectations:

   True   False

SECTION III:

Please answer the following questions by <u>clearly writing</u> your response in the space provided. You may review your training materials, but you may not share or discuss your responses with other participants.

1. Rules can become rituals for interaction. What are some rituals, interactions, or positive behaviors you would like to see from the children in your classroom?

2. List the rules you will have for your classroom.

3. Of the strategies you learned today for teaching the rules, which two are you most likely to use? Why?

Core Competencies Addressed

Core Knowledge Area (CKA): Child Development and Learning

Key Element (KE): Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments

Tier/Level: II

Core Competency (CC): Provide a warm, caring, and responsive environment where children initiate and extend their learning through play