

Quality Assurance Training Goal Sheet

Module 1D

Trainer: _____
Email Feedback to: _____

Training Title: Creating Safe, Secure, & Supportive Environments: Implementing Rules and Rituals
Length of Training: Two hours

Goal

*The Goal expresses the benefit for children. How will **children** benefit from the training? Please be specific.*

Children will: experience safe, secure, & supportive classroom environments

Child Standards

Check Appropriate Standards used

Florida Early Learning and Developmental Standards: Birth to Five

Check Domain(s) addressed

- | | |
|--|--|
| <input type="checkbox"/> Physical health | <input type="checkbox"/> Motor Development |
| <input type="checkbox"/> Approaches to Learning | <input type="checkbox"/> Emergent Literacy (VPK only) |
| <input checked="" type="checkbox"/> Social and Emotional (Development) | <input type="checkbox"/> Mathematical and Scientific Thinking (VPK only) |
| <input type="checkbox"/> Language and Communication | <input type="checkbox"/> Social Studies and the Arts (VPK only) |
| <input type="checkbox"/> Cognitive Development/General Knowledge | |

Core Knowledge Area (CKA): Child Development and Learning	Core Knowledge Area (CKA):
Key Element (KE): Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments	Key Element (KE):
Tier/Level: II	Tier/Level:
Core Competency (CC): Provide a warm, caring, and responsive environment where children initiate and extend their learning through play	Core Competency (CC):

Workplace Outcomes*

Outcomes tell what the participants will be doing at work after the training. Imagine you are able to observe the participants at work 1 month after the training. What should the participants be doing at work? Limit the number of Outcomes to make sure that each Outcome has an exercise that helps the participants develop related skills.

Training Objectives*

Objectives are what the participants will learn in the training. This information should help participants perform the Outcomes when they return to work. The Objectives should guide the Content section of the PACES. Sometimes, there will be a few Objectives for a single Outcome. In this case, type 1a., 1b., 1c., etc. in the Objective box that is next to the Outcome.

** Assessments throughout the training need to reflect the Workplace Outcomes and Training Objectives.*

1. Participants will implement at least two strategies that can be used to help children learn rules and routines that will support child interaction and success.	↔	1. Participants will be able to identify strategies that can be used to help children learn rules and routines that promote child interaction and success.
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This form is for planning purposes and is particularly beneficial for new trainers. It is not required for initial submission. However, if the training is not approved, it will be required with the resubmitted material.

	Content: <i>State the key concepts that the participants will learn in the training. Remember that the content should help the participants develop the knowledge needed to perform the Outcomes when they return to work.</i>	Exercise: <i>Identify what opportunities there will be to practice skills that will be needed to perform the Outcome when participants return to work. The exercise should be authentic so they can use the skills in the real world.</i>	Check for Understanding: <i>How will you find out if the participants understand this key concept?</i>	Summary: <i>What will you say to participants to review the key concepts related to this Outcome/Objective pair before you transition to the next Objective?</i>
Outcome-Objective #1	Strategies to Promote Safe, Secure, and Supportive Environments: <ol style="list-style-type: none"> 1. Well-designed physical environments 2. Scheduling routines, transitions, & activities 3. Implementing rules and rituals 	Implementing rules and rituals: Rules Activity	Check for Comprehension: Reinforcing Rules and Routines	The single best way to promote positive interactions in young children is to take steps to decrease the likelihood that problems will occur. In this case, explicitly teaching children the rules in advance and turning those rules into rituals for behavior will prevent challenging behaviors and promote positive interactions.