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TRAINING MANUAL

for the

NON-FORIAL HOME-BASED INITIAL  
EDUCATION PROGRAMS

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Ministry of Education  
General Directorate of Initial Education  
National Institute of Educational Research  
and Development

TRAINING MANUAL  
for the  
NON-FORMAL HOME-BASED INITIAL EDUCATION PROGRAMS

Craig Loftin  
Cooperative Educational Service Agency #12  
The Portage Project

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Craig Loftin  
October, 1979

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PROGRAMA NO ESCOLARIZADO DE EDUCACION

INICIAL CON BASE EN EL HOGAR

TRAINING MANUAL

Introduction

This Training Manual has been developed out of experience with the experimental program, "Validación del Modelo Portage". The training program for this project was designed through a cooperative effort of the Dirección General de Educación Inicial and the Portage Project. Together, these two agencies carried out the training of personnel, both professional and paraprofessional, responsible for implementing PRONOEI-BH on the regional and local levels.

In its first year of implementation, 1978, the program was experimental. All of its components - training, curriculum, implementation, etc. - were generated to offer the Peruvian educational system an alternative to non-formal initial education, a task which drew on the broad experience of the different agencies involved. The results represented a new and fresh approach within the Peruvian context.

This manual reflects the knowledge acquired through all of the training programs carried out under the auspices of the program, "Validación del Modelo Portage".

Purpose

The manual is intended for use by trained personnel who will be responsible for training both administrative and direct service staff

for implementation of PRONOEI-BH.

The content has been prepared to enable a trainer to provide all the information a team will require to effectively establish the program in a community. That is, it includes the basic information that a paraprofessional will need to be able to work in the home setting with parents and their young children to facilitate the child's integral development, as well as the information a professional program coordinator will need to be able to supervise her paraprofessional staff and otherwise coordinate all the program's activities.

The manual emphasizes Pre-Service training of the paraprofessional Home Teacher. The Home Teacher, who provides direct services to the families involved in the program, has a limited educational background and lacks work experience; therefore, she has the greatest training need.

#### Training Model

The training provided to PRONOEI-BH is based on a process approach; training experiences are brief and concentrate on concrete information. This approach reflects the premise that paraprofessionals benefit most from brief educational sessions during which they develop skills they can utilize in applied settings.

The training model developed is structured around this concept (Figure 1). Personnel are first provided with Pre-Service training. This phase provides the staff with the basic skills and information they must have to establish the program. Centered largely on the program methodology,

process and procedures, this Pre-Service training phase has a duration of two to three weeks, depending primarily on the participants' educational/experiential backgrounds.

The evaluation of the Pre-Service training phase serves to identify additional training needs of each participant. Program trainers compile this information during the beginning of personnel field experience, and channel these identified needs to supervisors, who can focus their observation on need areas during field supervision to provide ongoing individualized training to program staff.

Field supervision also provides the opportunity to identify training needs for the entire staff. As a result, supervisors can prepare presentations for the Weekly In-Service sessions, which serve to ameliorate problems identified in the field. The In-Service is an integral part of the one-half day staffing that aims to improve overall program functioning. This short training session attacks specific, concrete problems, so that staff may return to the field capable of improving performance.

Together with supervision, the Weekly In-Services aid in pinpointing larger problem areas that are identified over an extended period. Resolutions for these problems can then be developed and incorporated into the program and staff development plan. They are then presented during Mini-Training sessions. These Mini-Trainings, which last one week, offer an opportunity for group sharing and intensive presentation of information, and consequently ensure strengthened and broadened skills.

This model of training assures that the staff of a PRONOEI-BH receives ongoing training tailored to both individual and group needs. Moreover, it provides information in small, concrete units that can be utilized immediately and directly by the individual in the field. Finally, it encourages an informal evaluation of the program, aiding the identification of those aspects that need modification.

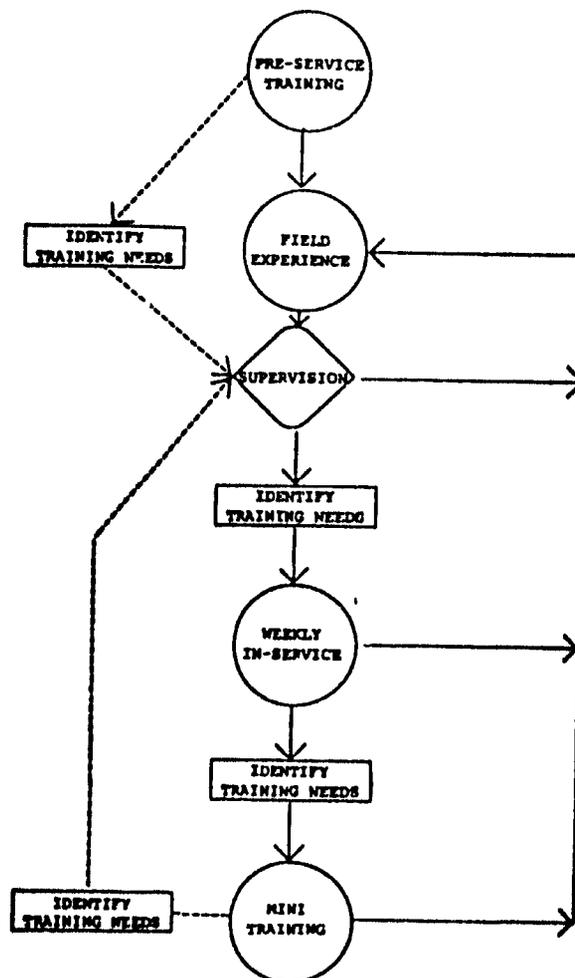


Figure 1. Training Model of PRONOEI-BH

### Training Participants

Two levels of participants are involved in the PRONOEI-BH trainings: professional teachers, who serve as program coordinators, and paraprofessional Home Teachers who provide the direct services offered by the program.

The Pre-Service Training, with which this manual is primarily concerned, is attended by both levels of personnel. The professional Master Teacher attends to develop insight into the program from the Home Teacher's point of view and to gain understanding of the latter's responsibilities. In addition, she attempts to begin establishing rapport with the Home Teachers whom she will eventually supervise, to help the trainers during training sessions, and to participate in an Administrative Session in preparation for supervising the program in action.

The paraprofessional Home Teachers attend the Pre-Service Training to acquire information and skills that will facilitate their implementation of program activities in the field.

Paraprofessionals represent a workforce that has not been exploited to its potential. Given proper training and adequate supervision, paraprofessional teachers offer solutions to a number of problems that confront the Peruvian educational system.

First of all, paraprofessional teachers live where they work; thus, they represent a readily available labor pool with no transportation or relocation requirements and close cultural links with the target group to be educated. Moreover, utilizing this labor pool is economi-

cally feasible: because their prior work experience and educational backgrounds are limited in comparison with those of professional, university trained teachers, their salaries can be considerably lower. Of course, they receive additional compensation in the training and work experience that will serve as assets in the future.

Most importantly, paraprofessionals produce positive results. Schor-tinghuis and Frohman (1974) demonstrated that paraprofessionals working as Home Teachers in the Portage Project were as effective in their teaching as were professionals functioning in the same role. While these findings have yet to be replicated in Peru, preliminary results of the evaluation effort, the "Validation of the Portage Model", indicate that paraprofessionals were able to promote positive developmental gains in children.

A quality pre-service training for paraprofessionals provides the necessary theoretical information, but emphasizes practical skills. We must remember that the paraprofessional Home Teacher is supervised on a day-by-day basis by a professional Master Teacher. It is important that the Master Teacher be well informed of the theoretical issues; her training has equipped her in this area. For the Home Teacher, what is initially important is the ability to get out in the field with the skills needed to provide educational services to the parents and preschool children of her community.

A short pre-service training alone will not make a paraprofessional a teacher, but a practical, hands-on pre-service training combined with

adequate, enthusiastic supervision and positive field experience can.

### Format of the Manual

This manual is not designed to be self-sufficient; that is, familiarity with the manual alone will not enable the teacher to train personnel effectively. Such a manual would require volumes to include the necessary information.

The trainers who employ this manual should have had previous experience with PRONOEI-BH. As each trainer acquires more experience with the manual and with assessing the specific needs of each training group, she will undoubtedly want to add information to that contained in the manual, or to change the order in which the material is presented. Alterations such as these demonstrate a working knowledge of the material, sensitivity to the needs of the individuals being trained, and an awareness of the context in which the program will be implemented. Since the intent of the PRONOEI-BH training program is to provide personnel with information and skills they will need to carry out the program successfully, any modifications that would facilitate meeting this goal should be encouraged.

The content of the manual is presented in a brief, descriptive style. This style invites the individual trainer to develop her own personal manner of presenting the information. At the same time, there is sufficient information presented in succinct form, for the trainer to be confident that she will not overlook important factors or issues in her presentation.

The manual is presented in five chapters:

Chapter 1 contains the information that is presented to the Animadoras during their initial or pre-service training. This includes concrete material concerning the program, its methodology and procedures, etc., as well as relevant general materials on such topics as child development, nutrition and health.

Chapter 2 concerns the pre-service training of program administrators and day-to-day supervisors. It covers accountability of personnel, problem identification and solving, supervision and child progress, implementation, and success.

Chapter 3 provides the trainer with suggestions for planning, preparing, and carrying out training workshops. The trainer is given an overview of the training process and may use this chapter as a checklist to assure that all pertinent steps are taken before and during a training workshop.

Chapter 4 presents a sample training packet. This packet demonstrates how the information from Chapter 3 may be synthesized to assure a comprehensive training. The samples provided in this chapter may be used as they are, or may serve as departure points for the development of other tools.

Chapter 5 The trainer's responsibility to the program is not finished once the pre-service training workshop is completed. The trainer must follow-up on the training that has been provided. Chapter 5 provides information that enables the trainer to follow-up on a training and provide valuable feedback to program personnel that will enable them to

utilize their strengths and successes to overcome problems.

Themes in Chapter 1 to be presented to the Home Teachers may be divided into two parts "How" and "Why". First, the basic elements of the theme are covered in a practical, "how-to" fashion with stress on procedures, methodologies, etc. Theoretical or background information is then provided.

This approach is taken to accommodate the variety of educational and experiential levels of the training participants. In general, two types of individuals are trained as Home Teachers: those with primary level education or who have had little or no prior work experience, and those with secondary level education or who have had some prior work experience.

The individuals with primary level education are most frequently involved in rural programs. They often have had little contact with an educational setting. For many, Spanish is a second language. Moreover, they usually have poor reading and writing skills. For these people, training is most beneficial if they are presented, at least initially, with specific, concrete information that is essential to their immediate effectiveness in the field - "how to" information.

The training is characterized by translation of materials into the participants' primary language, much repetition, and as many hands-on participant exercises as can be provided. It is wise to de-emphasize theoretical background information with these individuals. Such material is better presented during Weekly In-Services or Mini-Trainings,

when the Animadora can relate this information to her field experience.

On the other hand, those individuals with secondary level education are most often involved in urban programs. They have had more educational experience and speak Spanish as a primary language. Generally, they have good reading, writing, and information processing skills. They are often interested in "Why": Why are things done in this way? What is the basis of this procedure? These people benefit from understanding relevant theoretical background materials and are apparently more motivated if provided with this type of knowledge during the Pre-Service Training.

With this in mind, the trainer is aided in preparing her training presentation by the format of themes in Chapter 1. Presentations to both types of training participants will include the "How-to" information; the "Why" information will also be presented during the Pre-Service training of participants with secondary level education. Of course, there will always be participants with primary education who are interested in knowing more, or those with secondary education who are confused by theoretical issues. The sensitive trainer will be able to accommodate these individuals. Nonetheless, the division of the themes will certainly facilitate the trainer's preparation.

As a further aid to the trainer, information is indicated as specific to the urban or rural context when appropriate. In this way, the programmatic or cultural differences that influence the programs can receive adequate attention during the Pre-Service Training.

**CHAPTER I**

**HOME TEACHER**

**PRE-SERVICE TRAINING**

## Home Teacher Pre-Service Training

A note to the trainer:

This chapter covers the content to be presented prior to field experience. The order of the themes is the suggested order of their presentation during the pre-service training.

The author encourages the trainer to adapt the information, presentation or order of the themes as she feels necessary. The trainer should keep in mind her own personal training style, the training situation and the needs of the participants while making any adaptations.

**THEME: INTRODUCTION TO TRAINING**

**Purpose:** For an effective training experience it is important that the trainers and the participants develop a mutual rapport. This introduction provides an opportunity for everyone to get to know each other. It also offers the participants an active part in the training from the very start.

**Content**

1. Personal Introduction

1.1. Trainers introduce themselves, giving names and backgrounds

**NOTE:** If the trainer shares both professional and personal interests with the group, it is easier for the participant to realize that the trainer is a person, just as she is. This will help to build confidence on the part of the participants.

1.2. Participants introduce themselves. Each participant gives her name and shares her personal interests with the group.

**NOTE:** To vary this introduction, have the participants walk around and talk with each other for 10 minutes. They should discuss such questions as the following:

- What is your favorite activity?
- Tell me about your best friend
- Tell me about your family
- What is your favorite time of the year?

After 10 minutes the participants return to their seats.

The trainer then asks the group to give information about

one of the participants. This is done for each participant.

This exercise works well with all types of people, particularly with individuals who have a primary level education. They are often reluctant to talk about themselves, and find it easier to provide information about a friend. The exercise generates laughter and can help create a relaxing atmosphere.

## 2. Rules of the Training

### 2.1. Explain the Schedules

2.2. Discuss attendance rules; tardiness. Attendance should be taken both in the morning and after lunch break each day.

2.3. Explain that the training will be informal, that everyone will actively participate in the sessions and that participants should ask questions as they arise.

NOTE: Participants, particularly those who have a primary level education, will need to be encouraged throughout the training to ask questions.

2.4. Encourage a positive attitude toward the training among the participants.

- All are there to learn from one another
- The training allows enough time for each person to master the information

**THEME: INITIAL EDUCATION**

**Purpose:** To give the participants an understanding of the framework upon which the program is built, it is important to present an overview of Initial Education: what it is and why it is important. This theme also gives the participants an idea of the different types of programs that are carried out by the Dirección General de Educación Inicial, and helps them to understand PRONOEI-BH within the layer context.

**Content**

1. Initial Education - What is it?
    - 1.1. The education of young children from birth through 5 years of age
    - 1.2. Intended to help the children develop (grow) during early life so that they will be more successful members of their communities later on
    - 1.3. Educating young children means educating their parents too
  2. Why Initial Education is Important
    - 2.1. What the children learn during the first 5 years of life will be important for the rest of their lives
      - Walking, talking, solving problems, caring for themselves, cooperating with other children
- NOTE:** Use examples. Draw the information from the participants by asking questions about the different skills and abilities children develop at different ages.

2.2. What children learn during the first 5 years serves as a foundation for future learning

- As a member of their community
- In school
- As people capable of transforming their reality

### 3. Dirección General de Educación Inicial (DIGEI)

3.1. DIGEI is a unit of the Ministry of Education that is responsible for the education of children from 0-5 years of age

3.2. Present the different types of programs operated by DIGEI

#### 3.2.1. Cunas

- For children from 0-3 years of age

#### 3.2.2. Centros de Educación Inicial (Jardines)

- For children from 3-5 years of age
- Formal centers with schedules, fixed activities

#### 3.2.3. Programas No-Escolarizados de Educación Inicial

- For children from 3-5 years of age
- Flexible; not subject to the regimen of the CEI
- Can be carried out in homes, parks, etc.
- Teachers are paraprofessionals who are supervised by professional Master Teachers

4. Discussion - encourage discussion and questions by the participants

Summary - Review the importance of educating children at an early age

- Explain that PRONOEI-BH is one of the PRONOEI

- For children from 3-5 years of age
- Teaching is carried out primarily in the home .
- Teachers are paraprofessionals supervised by professional Master Teachers

**THEME: PRONOEI-BH HISTORY**

**Purpose:** To give the participants an understanding of how this alternative approach to early education has been developed.

**Content**

1. Review of Information on PRONOEIs
  - For children 3-5 years of age
  - Flexible schedule
  - Paraprofessionals
  - Do not need formal classroom
  
2. DIGEI Wanted Alternatives
  - Low cost
  - Easy to implement
  - Parent involvement
  - Produce positive developmental gains in participants
  
3. Selection of Portage Project
  - Home-based
  - Strong emphasis on Parent Involvement
  
4. Development of PRONOEI-BH
  - 4.1. DIGEI with Portage
    - Developed curriculum
    - Planned program
    - Trained personnel
  
  - 4.2. INIDE with Portage
    - Developed evaluation plan

**5. Program Implementation - 1978****5.1. Urban - Lima**

- Two communities: Villa Señor de los Milagros  
Quince de Enero
- Each community: 1 Master Teacher  
9 Home Teachers

**5.2. Rural - Cuzco**

- Three communities: Banda Occidental  
Colcca  
Moccoraise
- Total: 2 Master Teachers  
12 Home Teachers

**6. Program Modification - 1979**

- Curriculum Modifications
- Methodology Modifications

**7. Program Expansion**

- Location
- Training Teams

**8. Summary and Discussion**

**THEME: MODEL OF PRONOEI-BH**

**Purpose:** The program model identifies all of the major activities that the program personnel are responsible for carrying out. This presentation provides an overview to the training participants of the work they will perform and also helps them to organize the information that they will receive throughout the training.

**Content****1. The PRONOEI-BH Model - Purpose**

**1.1. Demonstrates the process used by program personnel to deliver program services to children and families**

**1.2. Is used throughout the training and thereafter to organize the responsibilities of the Home Teacher**

**2. The PRONOEI-BH Model - Process**

**NOTE:** The first time the Model is explained, keep to major points of each step. Too much detail will either confuse the participants or lead to many questions that should not be answered at this time. Assure the participants that the Model will be reviewed throughout the course of the training.

Have the participants remove their Model handout from their packets to follow along. Preparation of a large poster of the Model beforehand will facilitate the presentation.

**2.1. Child Identification**

- First step to be completed in setting up program
- Process for enrollment of children 3-5 years of age into program

- One child per family is enrolled
- Can be identified by: community campaign  
door-to-door canvass  
local school  
community assembly
- The organization of this work is the primary responsibility of the Master Teacher. The Home Teacher aids in carrying out the activities.

## 2.2. Evaluation

- Begins after the children are identified and assigned to a Home Teacher
- Children are evaluated to determine what they already know and can do, as well as what they still need to learn
- Evaluation is done in the home with the child and the parent; one child is evaluated at a time
- The evaluation is made by use of a "checklist" that will be discussed later on in the training

## 2.3. Curriculum Planning

- The results of the evaluation are used by the Home Teacher to plan learning activities for the child
- Each week the Home Teacher will develop about 3 learning activities for each child with whom she works
- During this step, the Home Teacher also prepares materials, such as puzzles, for use in teaching the child

## 2.4. Home Teaching Process

- Program is called PRONOEI-BH because most of the teaching takes place in the home
- Home Teacher visits each child in his/her home once each week for 1½ hours
- Home Teacher has a schedule that is followed each week
- Parent is always present so that the Home Teacher works directly with the parent as well
- Home Teacher arrives at the home fully prepared with the learning activities and materials she has developed

### 2.4.1. Teacher Presents New Activity and Records Baseline

NOTE: For the first presentation of the Model, it is a good idea to skip over "Teacher Obtains Post-baseline" to avoid confusion. In future review of the Model, present each step as it occurs.

- The first task the Home Teacher must complete during the home visit is that of presenting the learning activities to the child and parent
- The Home Teacher does this to see how well the child can already perform the activity
- This presentation also serves as a demonstration to the parent, who is watching

### 2.4.2. Parent Models the New Activity

- Once the Home Teacher presents the activity,

the parent tries it with the child

- Parent uses the same presentation used by the Home Teacher
- Home Teacher provides the parent with feedback, reinforcing positive aspects of the demonstration and making suggestions for improvement of weak areas

2.4.3. This presentation-demonstration process is repeated with each of the 3 learning activities prepared

2.4.4. Parent and Teacher Review the Activity

- Before leaving the home, the Home Teacher and the parent review the activities that the parent will work on during the week: what will be done, how often they will work on the activity, what materials will be used, etc.

2.4.5. Permanent Activities

- Throughout the visit, usually at the beginning and end, the Home Teacher and the child will work on Permanent Activities, such as washing hands or drawing pictures

2.4.6. Teacher Obtains Post-Baseline

- The first task the Home Teacher will perform when she returns the following week is to review the activities from the previous week to see if the child has learned them

**NOTE:** While presenting the Home Teaching Process use as many concrete examples as possible to clarify the steps that are followed

**2.5. Parent Works with Child During the Week**

- Throughout the week, the parent works on the activities that the Home Teacher presented during the Home Visit

**2.6. Reporting**

- Once each week all of the Home Teachers meet with their Master Teacher to discuss how the week has gone, to share the problems and successes that they have encountered, and to continue with their training

**3. Summary and Discussions**

**3.1. Review the process that is completed on a weekly basis making the sequence of activities clear**

**3.2. Ask for questions**

**3.3. Reiterate that the Model will be discussed in depth throughout the training**

**THEME: RATIONALE FOR PARENT INVOLVEMENT AND HOME-BASED PROGRAMMING**

**Purpose:** PRONOFI-BH is a home-based educational program in which the parent serves as primary educator of the child. It is important that the participants understand the value of using the parent as educator of his/her own child in the home environment. This theme will help the participant understand her responsibilities toward the parent.

**Content**

**1. Rationale for Parent Involvement**

- 1.1. Parents are their child's first and potentially best teacher**
- 1.2. Parents care about their children and want them to attain their maximum potential, no matter how great or limited that potential may be**
- 1.3. Parents know their child better than others do and can serve as a vital resource to the child's educational program**
- 1.4. Parent involvement can increase the rate of learning**
- 1.5. Skills parents acquire through program participation benefit not only the target child, but siblings as well**
- 1.6. Parent involvement helps to assure that what the child learns in the program will be maintained for a longer period of time**
- 1.7. Parents, if knowledgeable about the program that their child is receiving, can be the best advocates for program continuation and extension**
- 1.8. Involving parents can help meet the deficit of teachers needed to serve preschool children**

**NOTE:** Clarify each point with examples.

## 2. Rationale for Home-Based

- 2.1. Learning is occurring in the natural environment; thus the problem of transfer of learning is eliminated
- 2.2. It permits direct and constant access to the child's skills and abilities as they occur spontaneously
- 2.3. More opportunity is available for full family participation in the program
- 2.4. The Home Teacher teaches on a one-to-one basis and is thus able to teach to the specific needs of the child
- 2.5. It is not necessary to arrange for a center or classroom

NOTE: Relate this information on Home-based to the information presented on the PRONOEI-BH Model.

## 3. Summary and Discussion

- Have participants summarize why it is important to work with parents
- Have participants give several reasons for working in the home

NOTE: This information can be detailed for training of secondary level participants. A brief description of this information is sufficient for training of primary level participants. In both cases the information should be reviewed and reinforced throughout the year during Weekly In-Service.

The major thrust during presentation should be on the program's emphasis on parent involvement.

Additional Information for Advanced Participants

1. Parent Involvement has been supported by research

- 1.1. Systematic parent involvement in conjunction with a school program will almost double the rate of acquisition of a particular skill. Fredricks, Baldwin, Grove, 1974.
- 1.2. Evidence indicates that the family is the most effective and economical system for fostering and sustaining the development of the child. The evidence indicates further that the involvement of the child's family as active participants is critical to the success of any intervention program. Without such family involvement, any effects of intervention, at least in the cognitive sphere, appear to erode fairly rapidly once the program ends. Bronfenbrenner, 1973.

THEME: CHILD IDENTIFICATION AND SELECTION

Purpose: This presentation will give both the Master Teacher and the Home Teacher the information they will need to enroll children in the program.

Content

1. Child Identification - When?
  - First activity to be completed to begin the program
  - First step in PRONOEI-BH Model
  
2. What is Child Identification?
  - Activities that are carried out to locate all of the children in the community between the ages of 3 - 5.
  - These children are then enrolled and assigned a Home Teacher.
  
3. What Kind of Activities?
  - 3.1. Community assembly
    - 3.1.1. Discuss with community leaders
    - 3.1.2. Arrange to present program to community
      - Introduce Home Teachers
      - Explain purpose and importance of program
      - Explain who can participate
      - Explain parent role
      - Explain Home-Based
    - 3.1.3. Enroll children
  - 3.2. Door-to-door campaign
    - 3.2.1. Discuss with community leaders

3.2.2. Explain campaign at community assembly

3.2.3. Go door-to-door

- Identify yourself
- Give community president name and approval
- Explain program briefly
- Ask if there is a 3 - 5 year old in the home
- Enroll (only one child per family)
- Ask about 3 - 5 year olds in the neighborhood

3.3. Poster campaign

3.3.1. Discuss with community leaders

3.3.2. Prepare posters

- Short messages
- Explain basics of program
- Include drawing
- State date, time and location for enrollment

3.3.3. Locate posters in busy areas around the community

3.3.4. Enroll children

3.4. Enroll children through the local school

3.4.1. Discuss with community leaders and school director

3.4.2. Enroll children for PRONOEI-BH at same time children are enrolled for school programs

3.5. Combine activities

**Note:** Divide participants into groups. One group to make poster; one group to prepare presentation of program for a community assembly; one group to prepare door-to-door campaign presentation.

**4. Child Selection - What is it?**

- **Dividing enrolled children among Home Teachers**

**5. Child Selection - How?**

**5.1. Once all children are enrolled the Master Teacher assigns children to Home Teacher**

- **Maximum one child per family**
- **Ten to fifteen families per Home Teacher**

**5.2. Assignment can be made on basis of:**

**5.2.1. Children's ages**

- **Home Teacher works with similarly aged children**

**5.2.2. Location of homes**

- **Home Teacher works with children who live near one another**

**5.2.3. Avoid assigning relatives or close friends**

- **Difficult to maintain professionalism**

**6. Summary and Discussion**

- **Master Teacher responsible for organizing and coordinating campaign**
- **Home Teacher responsible for helping to carry out activities**
- **Master Teacher chooses campaign strategy according to community**
- **Master Teacher makes child assignments**

**THEME: ENTRANCE EVALUATION**

**Purpose:** This presentation serves as an orientation to the PRONOEI-BH Curriculum, its components and its use as an assessment tool. It will also explain the process used to evaluate a child's abilities.

**Contant**

1. The Estructura Curricular Básica de Educación Inicial para el PRONOEI-BH

1.1. What is a curriculum?

1.2. Three components of the PRONOEI-BH Curriculum

1.2.1. Estructura Curricular Básica

- General objectives
- Specific objectives
- Sub-objectives
- Relationship among objectives

1.2.2. Lista de Objetivos

- Relationship to Estructura Curricular Básica
- Permanent objectives
- Parent objectives
- Organization and functions

**Note:** Have participants choose an objective from the Lista de Objetivos, then find it in the ECB. Do this until everyone can use the two documents in this way.

1.2.3. Fichero de Actividades

- Relationship to the Lista de Objetivos
- Organization and function

**Note:** Have participants choose an objective from the Lista de Objetivos, then find it in the Fichero de Actividades.

### 1.3. Developmental areas

**Note:** This should be basic and simple information. Developmental areas are discussed again in Child Development.

#### 1.3.1. Area Biopsicomotor

- Health, prevention and protection
- Normal organic growth and development
- Fine and Gross motor development

#### 1.3.2. Area Intelectual

- Cognition
- Intelligence
- Language

#### 1.3.3. Area Socio-Emocional

- Personality
- Self-Help
- Socialization
- Emotional development

**Note:** Go through each of the 3 documents to find the different developmental areas. Read some of the objectives from each area, and discuss why the objective is located in that developmental area.

## 2. Use of the Lista de Objetivos to evaluate the child

**2.1. Refer to PRONOEI-BH Model**

- Remind participants that children have already been enrolled and assigned
- Emphasize that now the child's skills and abilities must be evaluated

**2.2. Why evaluate a child's skills?**

- To determine what he can already do
- To determine what he still needs to learn
- Not a test; no right or wrong answers

**2.3. Process of the Entrance Evaluation**

**2.3.1. Go to child's home**

- Explain what will be done and why to parents
- Explain that parent needs to be present to help

**2.3.2. Establish starting point for evaluation**

- One year prior to child's actual age: if child is four, start with objectives from age 3

**Note:** Practice this procedure. Do not move on until all participants are able to find the starting point.

**2.3.3. Begin in developmental area Biopsicomotor**

**2.3.4. Continue evaluating each objective until child cannot do 10 objectives in a row**

**2.3.5. Go to next developmental area**

- Use same process in each area
- Continue through all 3 areas

**2.3.6. May need 2 or more visits to complete the evaluation**

## 2.4 Procedure for evaluating each objective

### 2.4.1. Ask the child to perform the skill

- Provide child with appropriate materials
- Give the child several opportunities to try

### 2.4.2. Discuss the objective with the parent and ask whether or not the child does it

- Child must be able to do it consistently
- Use this procedure only when it is impossible to observe the child

## 2.5. How to record in the Lista de Objetivos

### 2.5.1. Use only the column marked "Evaluación de Entrada"

### 2.5.2. If the child cannot perform the skill, or if he/she cannot do it consistently, mark "NO" in the corresponding box. If he can, mark "X" in the corresponding box.

## 2.6. Points to Remember

### 2.6.1. Do not evaluate the Objetivos Permanentes or Objetivos para Padres de Familia during the Entrarce Evaluation

### 2.6.2. Involve the parent as much as possible

### 2.6.3. Have the child perform every time it is possible

### 2.6.4. This is not a test - if you are unsure as to whether or not the child can perform a skill, mark "NO", this will save both you and the child problems and frustration

### 2.6.5. Provide appropriate materials or use appropriate objects found in the home

- 2.6.6. Make this fun for the child; make up games
- 2.6.7. Be positive to both parent and child
- 2.6.8. Stress what the child can already do, how much he/she has already learned
- 2.6.9. Home Teacher should be fully familiar with the Checklist items before going to homes

### 3. Suggested Activities

#### 3.1. Trainers' Demonstration - with child or with participants

- Explanation to parent
- Introduction to child
- Establishment of starting point
- Evaluation of one area of development

#### 3.2. Supervised practice with children

#### 3.3. Participant Role Play

- Each participant plays a part: Home Teacher, Parent or Child
- Each participant completes one developmental area, then switches role

NOTE: Facilitate familiarity with Checklist items by reading them and interpreting their meanings throughout the training.

NOTE: The ability to perform the Entrance Evaluation is essential to program success. Practice until all participants are competent.

**THEME: CURRICULUM PLANNING**

**Purpose:** To train the participants in using the results of the Entrance Evaluation to select objectives to work on with the child; in choosing activities to present in the home; and in using the Activity Card File for presenting and evaluating child progress.

**Content**

1. Review of Entrance Evaluation
  - Why Evaluate?
  - What do we learn from evaluation of the child's skills?
2. What is Curriculum Planning?
  - 2.1. Relate this step to the PRONOEI-BH Model
  - 2.2. Curriculum Planning is the process of targeting skills the child still needs to learn and planning how to teach the child these skills
3. Curriculum Planning Process - Selecting Objectives
  - 3.1. Go through Checklist in each developmental area
  - 3.2. Select first objective in each area that the child could not meet during the Entrance Evaluation
  - 3.3. These 3 objectives are those that will be taught during the next Home Visit
  - 3.4. Select Permanent Objective to be worked on
4. Curriculum Planning Process - Preparation of Activity
  - 4.1. Brief review of the Fichero de Actividades

- Purpose

- Content

4.2. Find the Activity Card that corresponds to one of the objectives that will be taught.

4.3. Study card so that you are completely familiar with it and able to implement it in the home

- You should not "read" card in the home...you may use it as a guide

4.4. Gather the materials you will need to implement the activity

4.5. Follow this procedure with each objective

NOTE: Demonstrate this procedure, having participants follow along with their documents

## 5. Curriculum Planning - Use of the Activity Card

### 5.1. Analysis of the parts of the Activity Card

5.1.1. Age - not rigid, serves as general guideline

5.1.2. Objective: same as in Lista de Objetivos

5.1.3. Number: from ECB

#### 5.1.4. Materials

- When necessary
- Use items found in home
- Basic materials supplied by program
- Construct materials

NOTE: State that materials will be discussed in detail later on in the workshop.

**5.1.5. Evaluation**

- Once you bring the activity into the home, you must first evaluate to see if child can already perform the skill (Child may have learned skill on his/her own since the Entrance Evaluation)

**5.1.6. Developing the Activity**

- Motivation: generating child's interest in the activity
- Presentation: specific instruction on how to teach the activity
- Reinforcement: what to do when the child successfully performs the skill
- Aid: what to do if the child has difficulty performing the skill

**5.1.7. Parent demonstrates the activity - how to have parent repeat the activity presentation in the presence of the Home Teacher****5.1.8. Suggestions - suggestions that the Home Teacher should make to the parent regarding working on the activities during the week**

**NOTE:** Read through several Activity Cards to familiarize the participants with their format and content.

**6. Summary and Discussion**

- Review briefly the Curriculum Planning procedure

## 7. Suggested Activities

- 7.1. Have the participants use the Checklists that were employed during the Entrance Evaluation to select objectives from each developmental area
- 7.2. Have the participants locate the Activity Cards they would use to teach the objectives they selected. Then, have them role-play the teaching of the activity in groups of three.
- 7.3. Have participants read an Activity Card, then have one volunteer to summarize it for the group

### Additional Information for Advanced Participants

#### 1. Curriculum Planning - Selecting Objectives

In addition to sequence, objectives can be selected according to the following criteria:

- 1.1. Those that are prerequisites to the greatest number of additional skills
- 1.2. Those the child can almost perform, but still needs practice
- 1.3. Those that will be most functional to the child

#### 2. Curriculum Planning: Use of Activity Cards

- Once a Home Teacher acquires experience teaching children she may want to vary her activity from that presented in the card file
- Teacher may vary materials by planning ahead to use those that she knows are available in the home or by making others

- Teacher may vary Motivation, Presentat.on, Reinforcement and Aid by taking into account the learning style of the specific child that will receive the teaching

NOTE: Have participants suggest modifications for an Activity Card. Modification should be consistent with the format of the Activity Card.

- Home Teacher should write down her activity modifications for future group sharing.

**THEME: TEACHING AIDS**

**Purpose:** This presentation will provide the participants with specific information on some techniques they can use to facilitate the Home Teaching Process.

**Content****1. Introduction to Teaching Aids**

- Activity Cards provide much information necessary for teaching
- There are some useful additional techniques: Reinforcement, Modeling, Physical Aid, Visual Aid, Verbal Aid

**2. Reinforcement**

**2.1. Definition** - giving the child something he likes after a behavior occurs. When a behavior is followed by a reinforcer, the behavior is strengthened, and therefore is more likely to occur again in the future.

**2.2. Reinforcers used in PRONOEI-BH****2.2.1. Social Reinforcers**

- Words of praise
- Smiling
- Giving attention

**2.2.2. Knowledge of Correct Results**

- "What a good circle"
- "That's right, that's the green one"

**2.3. Rules for using Reinforcement**

- Reinforce the child's correct responses: "That's right, that's the green one" when the child points to green on request
- Do not reinforce wrong responses: "Good," when the child points to blue, when you have asked where the green one was
- Always reinforce immediately...delaying a reinforcer defeats its purpose
- Reinforce frequently, especially when the child is just learning a new skill
- Vary the reinforcer...saying "Good" each time the child is correct loses its effectiveness after a while

NOTE: Discuss how we use reinforcers in our daily life.

### 3. Modeling

3.1. Definition: when we show someone how to do something, we are modeling

#### 3.2. Types of Modeling used in PRONOEI-BH

3.2.1. Paired with a verbal instruction to clarify a task.

If the child does not understand the instruction, we may show him what we mean.

3.2.2. As an aid to help the child if he has had difficulty.

If the child has been unsuccessful, avoid frustrating him by showing how.

3.2.3. Reinforcing one child who models the correct response can prompt another to make the same response. If one child correctly points to blue, reinforce him, then ask another child where the blue object is.

### 3.3 Rules for using Modeling

- Always give the child an opportunity to try on his own before helping him with modeling
- When using modeling paired with verbal instruction, say the word at the same time you model
- Make sure the child is watching you

## 4. Physical Aid

4.1. Definition: physically guiding a part of the child's body to help him perform a skill

### 4.2. Types of Physical Aid used in PRONOEI-BH

4.2.1. Holding the child's hand while he hops, to help him keep his balance

4.2.2. Providing a support to the child - holding onto a chair while he jumps in place

### 4.3. Rules for using Physical Aid

- Do not use Physical Aid for Intellectual Objectives
- Give only the minimal amount of aid that the child requires
- Phase out the aid as quickly as possible

## 5. Verbal Aid

5.1. **Definition:** providing spoken directions or hints to the child as he performs the activity

5.2. **Types of Verbal Aid used in PRONOEI-BH**

5.2.1. When the child can almost complete the activity himself, saying "rrrr...." to cue the child that the color is red

5.2.2. Reminding the child of the steps of the activity he is working on or giving hints as the child ties his shoe

5.3. **Rules for using Verbal Aid**

- When giving instructions, limit the complexity
- Give the child only the amount he needs to complete the activity

6. **Visual Aid**

6.1. **Definition:** providing the child with something that will help him complete the activity

6.2. **Types of Visual Aid used in PRONOEI-BH**

6.2.1. Providing a circle when the child is attempting to draw a circle

6.2.2. Gestures, such as pointing to an object the child has forgotten

6.2.3. Using pictures to help the child retell a story

6.2.4. Having the child complete partially drawn shapes

### 6.3. Rules for using Visual Aid

- Use only as much visual aid as the child requires
- Phase out the visual aid as quickly as possible

## 7. Summary and Discussion

- Review types of Teaching Aids
- Stress giving the child an opportunity to try on his own before giving any aid
- Remember to provide enough aid for the child to succeed without frustration

## 8. Activity Suggestions

- 8.1. Have participants cite uses of the different kinds of aid used in daily life
- 8.2. Read "Aid" portion of Activity Cards; have the participants suggest alternative aids that might be appropriate to the activity
- 8.3. Have participants select objectives from Checklist, naming and describing the kinds of aid that could be used to teach the skills

## CHILD DEVELOPMENT

**Purpose:** Through this presentation the participants will gain an understanding of the process of child development and the factors that influence it. The integral approach to development will be explored. The discussion will then turn to the component developmental areas and the major milestones of each area. Finally, information will be provided regarding individual differences in development and developmental factors to consider during Curriculum Planning.

### Content

#### 1. What is Child Development?

Child development is the process by which an individual grows and matures both in body and mind. It is a continuous process. That is, from the moment of conception throughout the individual's childhood, he continues to develop. Child development is also a cumulative process: what a child learns in early life affects subsequent learning.

#### 2. What are the factors that influence development?

2.1. Development is what occurs when the child's internal processes interact with environmental factors. For example, an infant grows as he eats and his body matures. Meanwhile, he is stimulated as the members of his family talk with him. The physical growth, due to the internal process of aging, together with the environmental factors of nutrition and stimulation set the occasion for the child to learn how to talk.

2.2. There are, therefore, certain factors that affect development:

- 2.2.1. Aging - the physical process that occurs over time
- 2.2.2. Genetic factors - color of eyes, hair; height; intellectual capacity
- 2.2.3. Health - the child must be in good physical health - free of illness, disease, infection - in order for the child to develop
- 2.2.4. Nutrition - the child must have an adequate and balanced diet
- 2.2.5. Opportunities for exercise and rest - every child needs both, and in appropriate balance
- 2.2.6. A physical environment that is safe and free from physical or health dangers
- 2.2.7. Stimulation from the physical environment - materials to explore and interact with, opportunities to explore his surroundings
- 2.2.8. Interactions with other people - to talk with, observe, share with, play with, etc.

**Note:** Each of these factors should be discussed with the participants using examples they can relate to. Move through these factors slowly as they will be important later during the presentation.

**2.3.** Of all of these factors, there are only two that cannot be manipulated: age and genetic factors. Otherwise, the rest of these factors can be manipulated to positively effect the child's development. By optimizing each of these factors, the child's opportunity for learning is enhanced.

### 3. What is learning?

- 3.1. Learning is what occurs when an individual interacts with his environment - objects, situations, people - and this experience results in a change in the child's behavior. For example, a child learns to eat using a spoon by first interacting with the object: he holds it, manipulates it, and plays with it. Then by observing other people using spoons, he sees that it is used for scooping food. He continues to manipulate the spoon, trying now to scoop with it. Finally, he learns through situations that the spoon is used to scoop food during meal time. He now, through continued experience and practice has learned to hold, scoop, bring food to his mouth with the spoon, and has learned when it is appropriate to do this.
- 3.2. Learning is active. That is, a child learns best by doing, through active observation, exploration, manipulation and feedback.
- 3.3. Learning is facilitated through the use of the child's 5 senses: sight, touch, hearing, taste and smell. The more senses a child can employ in any given learning situation, the more effective the experience.
- 3.4. Children learn from the concrete to the abstract. A child will first learn about concepts or relationships through his body, then with concrete objects and finally through abstract representation of objects. For example, the child will learn

about positioning by first using his body (stand on, sit under, stand beside the chair). Once the child understands this relationship in terms of himself, he goes on to learn about position of concrete in relationship to another concrete object (the toy is on, the toy is under, the toy is beside the chair). Finally, when the child understands the relationship among objects he is ready to learn using abstract representation, for example: pictures or drawings (a picture of a toy on a chair, a picture of a toy under a chair, a picture of a toy beside a chair).

Note: So that the participants fully understand this point, it will be necessary to present several examples. Try to have the participants add more information with each example.

**3.5. Children learn from the simple to the complex.**

A child first learns to walk - then to run

A child first learns to draw a line - then a cross - then a circle - then a square

A child first learns words - then learns sentences

**4. The Integral Approach to Child Development**

**4.1. As already stated, child development involves the development of the whole child, his body as well as his mind.**

**4.2. What are the activities that a normal child engages in**

**4.2.1. Effectively uses his body, to move about and to manipulate objects**

**4.2.2. Solves problems**

4.2.3. **Communicates**

4.2.4. **Socializes with other people**

4.3. **Frequently, the child engages in more than one of these activities at one time. For example, the child may move pieces of a puzzle around with his fingers (using his body) to see how the piece fits in (solves problem).**

4.4. **We can see therefore, that the child must develop abilities and skills in all of these activities. This is what is meant by integral development: working toward developing the whole child.**

## 5. **The Developmental Areas**

5.1. **To help understand the different types of activities a child needs to learn on his way to an integral development, we can categorize his development in 3 major parts, or developmental areas:**

**Developmental Area Biopsicomotor**

**Developmental Area Intelectual**

**Developmental Area Socio-Emocional**

5.2. **Developmental Area Biopsicomotor. This developmental area is concerned with the development of the child's body and how he uses it. Several aspects are taken into consideration**

5.2.1. **Health - the physical care of the child's body, vaccinations, medical visits, hygiene, etc.**

5.2.2. **Nutrition - assuring an adequate diet for the child**

5.2.3. **Motor - Gross: involves the coordinated movements of the large muscles of the body; arms, legs, trunk  
Fine: involves the coordinated movements of the small muscles of the body; fingers, hands**

- 5.2.4. **Examples of Motor Abilities - Gross:** sitting; crawling; walking; running; throwing a ball; catching a ball; etc.  
**Fine:** stacking objects; picking up and holding a pencil; putting a puzzle piece in place; etc.

5.2.5. **Importance of Motor Abilities -**

Motor abilities are often necessary for the child to express his ability in other developmental areas. For example: to know if the child knows which of 2 objects is red (a cognitive skill), the child must point to the red object (the motor skill).

Many motor activities are essential prerequisites to intellectual skills. A child learns about the world by exploring it, by manipulating it. To be able to explore and manipulate the world, the child must have the gross motor ability to move about in it and the fine motor ability to interact the objects.

The more able the child is to move about freely and to interact with objects and people the more opportunities for learning the child will experience.

**Note:** As the participants are already familiar with the ECB, it would be helpful for them to review this developmental area, locating objectives that correspond to each aspect considered in the area. Detail why these objectives are considered in Developmental Area Biopsicomotor.

**5.3. Developmental Area Intellectual.** This developmental area is concerned with the development of language and cognitive abilities.

**5.3.1. Language** - the development of language is considered in two parts: receptive language - or the child's ability to understand what people say to him, words, phrases, etc.

expressive language - or the child's ability to communicate with other people through language.

**5.3.2. Cognition** - cognition can also be called thinking. It is concerned with the child's ability to remember by being able to store information for later recall; to see or hear differences; to determine relationships between ideas and objects; and to use the relationships together with his memory and ability to identify similarities and differences to solve problems.

**5.3.3. The Process of Language Development** - language begins with the child passively listening and observing other people as they speak to one another, sing, etc.

At the same time, the child cries to express discomfort: hunger or being uncomfortable. The mother responds to this crying, and the child begins to understand that his crying is a form of communication.

The child begins to make sounds and babbles. He experiments with these sounds and imitates sounds he hears in

his environment. This babbling and experimenting eventually result in the appearance of words.

Once the child has a vocabulary of many single words, he begins to combine these words to form simple sentences, then complex sentences until finally his speech resembles that of an adult.

#### 5.3.4. The Process of Cognitive Development

Relying initially on his motor abilities such as grasping, kicking, and pushing, the child begins to interact with objects in his environment.

The very young child has a short attention span and very short memory: once an object is removed from the child's sight, it is out of his mind. The child is not aware that objects are permanent.

With more experience, the child begins to understand that objects continue to exist, whether or not he can see them. The child also begins to learn about cause and effect relationships. He learns about the relationships of objects in space. He begins to see that he plays an active and important part in his environment: he can move objects about, etc.

By the time the child is 2 years old, language begins to play an important part in his cognitive development. He begins to shift from concrete to abstract operations. He can now pretend and play. He may make believe that a

rock is a car, while before this a rock could only be a rock for him.

The child now begins to combine the results from his prior experience to predict outcomes and to solve problems.

#### 5.3.5. The Importance of Language and Cognitive Development -

Developing language is one of the greatest accomplishments of early childhood. The child starts out with no understanding of language whatsoever, and over a period of 6 short years develops language abilities that approach those of the adult.

Language is particularly important to the child because it largely determines how effective the child will be in his interpersonal relationships, and in formal education.

Language is critical to cognitive development and to the child acquiring an understanding of the complex world in which he lives.

Cognition is a major component of the child's development. It helps him form understanding of the relationships and and rules that exist in his world.

Early cognitive development largely determines the success the child will experience in school.

Note: The participants should review the Lista de Objetivos,

Area Intelectual to identify objectives that are language skills and objectives that are cognitive skills. Emphasize with them the close relationship between language and cognitive skills.

**5.4. Developmental Area Socio - Emocional - This developmental area is concerned with the child's emotional and interpersonal growth.**

**5.4.1. Socialization - Socialization focuses on the skills needed to enable the child to live and interact with other people. For the young child, these skills are related to the way the child works, plays and cooperates with his family members, peers and adults. It is also concerned with the way the child integrates himself within groups of other people.**

**5.4.2. Emotional Development - Emotional development is concerned primarily with the child's self-concept, his ability to care for himself, and his role as an individual within the context of his family and community.**

**5.4.3. Examples of Socialization Abilities**

**Socialization:** participating in family activities; sharing toys and materials with others; dancing; singing; etc.

**Emotional:** assuming responsibilities; demonstrating initiative; demonstrating awareness of other people's emotional states (anger, happiness, fear).

**5.4.4. The Importance of Social - Emotional Development**

**Social - Emotional skills involve those skills that involve the child's living and interacting with other people. These abilities affect the child's development in the other areas of development: playing ball with**

other children provides opportunities for motor and intellectual development, as well as for social - emotional growth.

Although many social skills, such as smiling, following directions and cooperating in groups, are common to most cultures and value systems, some socialization skills are specific to a particular family or community.

These variations are very important and the teacher must be sure that the socialization skills she works on with the child are appropriate for that child's context. This will help the child in his interaction with his peers and other community members.

6. Major Milestones - Milestones are important skills and abilities the child learns as he develops. There are milestones in each area of development.

6.1. Area Biopsicomator - Major Milestones

<u>Gross Motor</u>	<u>Fine Motor</u>
Age 0-1	
- Sits	- Reaches for object; puts in mouth
- Crawls	
- Stands	- Picks up with thumb and one finger
- Walks with help	
- Rolls a ball	- Transfers object from one hand to another
-----	
1-2	
- Walks alone	- Stacks 3 blocks
- Walks backward	- Places pegs in pegboard
- Picks object up from floor without falling	- Turns pages of a book one at a time
- Walks up and down stairs with help	- Scribbles
- Moves to music	- Turns knobs
	- Throws small ball
-----	
2-3	
- Runs forward	- Strings large beads
- Jumps in place on two feet	- Snips with scissors
- Stands on one foot with help	- Holds crayon with thumb and finger
- Walks on tiptoe	- Uses one hand selectively
- Kicks ball with direction	- Imitates circular, vertical and horizontal strokes
-----	

- Age 3-4**
- Walks on a line
  - Builds tower of 9 blocks
  - Runs around obstacles
  - Copies circle
  - Imitates cross
  - Hops on one foot
  - Uses simple tools
  - Jumps over low objects
  - Throws ball over-hand
  - Catches ball
- 

- 4-5**
- Jumps forward 10 times without falling
  - Cuts on a line with scissors
  - Copies cross
  - Walks up and down stairs, alternating feet, without help
  - Copies square
  - Turns somersaults
- 

### **Self-Care**

- Age 0-1**
- Feeds self cookie
  - Holds cup with 2 hands
  - Holds cup out arms and legs during dressing
- 

- 1-2**
- Uses spoon, spills
  - Drinks from cup using one hand
  - Takes off socks, shoes, pants, sweater
  - Indicates need to go to toilet
-

- 2-3 - Uses spoon, little spilling
  - Takes off coat
  - Puts coat on with help
  - Washes and dries hands with help
- 

- 3-4 - Pours from small pitcher with help
  - Buttons and unbuttons large buttons
  - Washes hands without help
  - Goes to toilet without help
- 

- 4-5 - Cuts easy foods with knife
  - Laces shoes
- 

- 5-6 - Dresses self completely without help
- Brushes teeth without help

## 6.2 Area Intellectual - Major Milestones

	<u>Perceptive Language</u>	<u>Expressive Language</u>
Age 0-1	<ul style="list-style-type: none"> <li>- Looks at person talking</li> <li>- Turns to source of sound</li> <li>- Stops on-going action when told "No"</li> </ul>	<ul style="list-style-type: none"> <li>- Makes crying and non-crying sound</li> <li>- Repeats some sounds when alone</li> <li>- Vocalizes after adult</li> <li>- Communicates meaning through intonation</li> <li>- Attempts to imitate sounds</li> </ul>

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- 1-2 - Understands in, on  
and under
- Says first meaningful  
word
- Follows simple  
requests
- Refers to self by name
- Understand simple  
phrases (Where's  
daddy?)
- Uses "my" or "mine" to  
indicate possession
- Has vocabulary of about  
50 words (people, common  
objects)
- 

- 2-3 - Points to picture  
when common object  
is named
- Forms two-word phrases
- Gives first and last name
- Identifies object  
when told it's use
- Asks "what" and "where"  
questions
- Understands the  
question "what"  
and "where"
- Shows frustration at not  
being understood
- Enjoys listening  
to simple story-  
books
- 

- 3-4 - Begins to under-  
stand time concepts  
(We'll go shopping  
later)
- Talks in sentences of 3 or  
more words
- Tells about past experiences
- Understands size
- Uses plurals
- Carries out 2 or  
more unrelated  
directions
- Repeats at least one nursery  
rhyme
- Speech is understandable to  
strangers

- 4-5 - Follows 3 unrelated commands in proper order
- Joins sentences together
- Talks about causality by using because and so
- Listens to long stories
- Tells the content of a story but may confuse facts
- Understands sequencing of events
- 

5-6

There are few differences between the child's speech and the speech of an adult. The child gives and receives information. May still make some grammatical errors. In general, the child now communicates well.

---

### Cognitive Skills

- Age 0-1
- Follows moving object with eyes
  - Recognizes differences among people; at times will cry in response to strangers
  - Responds to and initiates facial expressions
  - Imitates gestures
  - Puts small objects in and out of a container
- 
- 1-2
- Imitates actions and words of adults
  - Responds to words on command with appropriate action
  - Matches 2 similar objects
  - Will name or point to common objects in storybook

- Recognizes differences between you and me
  - Has short attention span
  - Enjoys exploration
- 

- 2-3
- Names pictured objects
  - Identifies several objects in one picture
  - Matches and uses associated objects (paste and spoon)
  - Stacks objects by order of size, with errors
  - Recognizes self in mirror
  - Imitates adult actions (gathering leña
- 

- 3-4
- Recognizes and matches 6 colors
  - Stacks by order of size intentionally
  - Draws recognizable pictures
  - Asks questions for information
  - Knows own age
  - Is easily distracted
  - Learns by observing and imitating adults
  - Begins awareness of past and future
  - Improves classification and conceptual functioning
- 

- 4-5
- Plays with words forming word combinations and own rhymes
  - Points to and names 4 or more colors
  - Draws a person with 2 to 6 recognizable parts

- Draws, names and describes recognizable pictures
  - Attention span increases
  - Learns through observing and listening to adults and exploration
  - Time concepts continue to expand
- 

- 5-6 - Retells story from picture book with accuracy
- Sorts objects by single characteristics
- Begin to use accurately time concepts of tomorrow and yesterday
- Learns through adult instruction
- Can ignore distractions
- Concepts of function increase as well as understanding of why things happen

### 6.3. Area Socio-Emocional - Major Milestones

- Age 0-1 - Responds differently to strangers than to familiar people
  - Smiles spontaneously
  - Pays attention to own name
  - Responds to "No"
  - Imitates simple actions of others
- 

- 1-2 - Recognizes self in mirror
  - Refers to self by name
  - Plays by self, imitates own play
  - Imitates adult behavior in play
  - Helps put things away
-

- 2-3 - Plays near other children**
  - Watches other children, joins briefly in their play
  - Symbolically uses objects, self in play
  - Participates in simple group activities
  - Knows gender identification
- 

- 3-4 - Joins actively in play with other children**
  - Shares toys
  - Takes turns, with help and reminders
  - Begins dramatic play
- 

- 4-5 - Plays and interacts consistently with other children**
  - Shows interest in exploring sex differences
- 

- 5-6 - Chooses own friends**
- Plays competitive games
- Plays with other children cooperatively, making group decisions, role assignments, fair play

## **7. Individual Similarities and Differences in Development**

**7.1. All development for children is similar. Children pass through the same developmental stages, and learn following the same general sequence. For example, all children learn to stand before they learn to walk.**

**7.2. Development is a continuous process that continues from the learning of simple to complex skills and abilities.**

- 7.3. Each child is different. While his development is similar to that of all children his rate of learning may be different than that of other children. Some children may learn to hop on one foot in a single day. Some children may take longer than a week.
- 7.4. The sequence of learning is similar for all children, it varies among them. Whereas, one child may learn to name 3 colors before he learns to draw a circle. Another child may learn to draw a circle before learning to name the 3 colors. This reflects the fact that all children have their unique style of learning.
- 7.5. In order for a child to be able to learn a given skill, he must be able to perform the essential related skills. For example, for a child to be able to eat with a spoon, he must first be able to grasp the spoon, scoop with it and bring the spoon to his mouth. Each skill the child learns has these essential related skills, and it is important that these related skills are taken into consideration when teaching a child new skills.

## 8. Suggested Activities

- 8.1. Arrange observations sessions during which the participants write down the different skills they observe children perform. These skills should then be classified by developmental area.
- 8.2. List a variety of related skills from one developmental area. Have the participants sequence the skills in the order children would learn them. Skills should not be so close together in skill level that individual learning sequences would be a factor. As the participants practice this, skills listed for the exercise should be more challenging.

NOTE: Child Development is an important and difficult theme. The trainer should prepare for the presentation of this theme after the first few days of the workshop. In this way, she will be familiar with the participants, their learning styles and abilities. She should carefully select information to present based on what will be functional for the specific participants and what they will be able to grasp.

The content of this theme should be presented in several short presentations spread throughout the workshop as opposed to one long, full day presentation.

**THEME: HOME TEACHING PROCESS**

**Purpose:** To unite the information on Curriculum Planning and Teaching Aids with the process utilized to teach the child in the home; to explain how to achieve parent participation and how to present Permanent Objectives.

**Content**

1. Review the PRONOEI-BH Model
  - Child Identification and Selection
  - Curriculum Planning
  - End review at the Home Teaching Process
  
2. Home Teaching Process
  - Is a cycle
  - Review the steps briefly
  
3. Teacher obtains Post-Test information
  - 3.1. First step of Home Visit
  - 3.2. To evaluate child's progress
    - May be prerequisite to next objective
    - Should not move on until child has acquired skill
  - 3.3. How to obtain Post-Test information
    - 3.3.1. Discuss activity with parent
      - Did they work?
      - How did child progress?
    - 3.3.2. Follow evaluation procedure of Activity Card
    - 3.3.3. If child is successful, mark the date in the Checklist

- 3.3.4. If the child cannot perform the skill according to the evaluation procedure, reprogram the objective
- 3.3.5. If the objective is reprogrammed, present it, again as though it were a new activity, and do not present a new activity from the same developmental area during the same Home Visit
- 3.4. Do the Post-Test on all activities from the previous week before presenting any new activities
4. Teacher Presents New Activity and Records Pre-Test
  - 4.1. Explain one new activity to parent
  - 4.2. Evaluate the child's ability on new activity following **Evaluation procedure** on the Activity Card
    - 4.2.1. If the child can already perform the skill according to the evaluation procedure, mark the date in the **Checklist** and present the next objective in the same developmental area that the child could not perform during the Entrance Evaluation
    - 4.2.2. If the child cannot perform the skill according to the Evaluation Procedure, use the instructions on the Activity Card to develop the activity with the child
  - 4.3. Motivate the child's interest
  - 4.4. Present the activity to the child
  - 4.5. Reinforce the child when he performs the skill correctly

- 4.6. Help the child when he has difficulty, giving him only the amount of aid he requires**

**5. Parent Demonstrates the Activity**

- 5.1. Be sure to pass the activity to the parent before the child tires of it**

- 5.2. Discuss the activity with the parent**

- Point out what the correct response is
- Point out how and when to reinforce child
- Point out how and when to give aid

- 5.3. Have parent demonstrate the activity with the child**

- 5.4. Give parent feedback on demonstration**

- Wait until parent finishes demonstration, if possible
- Reinforce positive aspects of the parent's demonstration
- Give parent aid, explaining and modeling how she might be able to avoid some problems

- 5.5. Parents must always demonstrate**

- 5.6. Ask parents for suggestions too**

**6. Parent and Home Teacher Review Activities**

- 6.1. Done at very end of the Home Visit, after all new activities have already been presented and demonstrated by parent**

- 6.2. Encourage questions by the parents regarding the activities**

- 6.3. Review briefly each activity to be worked on**

- 6.4. Give suggestions to the parent as stated on the Activity Cards**

## **7r Permanent Objectives**

**7.1. Review what they are, where they are located in Curriculum**

**7.2. When to work on Permanent Objectives**

**7.2.1. Permanent Objectives related to courtesy should be presented as the Home Teacher enters the house**

- Saying hello; general courtesies

**7.2.2. Permanent Objectives related to the child's well being (nutrition, health and hygiene) should be presented as the very first task during the Home Visit**

**7.2.3. Presentation of Permanent Objectives related to the Intellectual Area should follow that of the Sub-Objectives**

- Drawing, building, modeling with clay, etc.
- Presenting them before the Sub-Objectives may tire the child out and make it difficult to get the child to comply

**7.3. How to work on Permanent Objectives**

**7.3.1. Permanent Objectives are presented through non-directive activities (no rules or major guidelines)**

**7.3.2. Permanent Objectives should be worked on regularly to provide the child the opportunity to practice them in different situations and with different materials**

**7.3.3. While working on a Permanent Objective, the Home Teacher should try to bring in other skills that she has already**

taught the child, this will give the child the opportunity to practice the skill and assures that it will be maintained

## **8. Considerations for Presenting Activities**

### **8.1. Environment**

- 8.1.1. Consistent** - try always to begin working in the same area
- 8.1.2. Uncluttered** - the work area should be organized: know where the materials are that will be used
- 8.1.3. Free from distractions** - be sure you are not fighting distractions for the child's attention
- 8.1.4. Business-like** - save socializing with the parent for the end of the Home Visit

### **8.2. Materials**

- 8.2.1. Choose them ahead of time** - even materials from the home should be planned
- 8.2.2. Use items already in the home as much as possible** - avoid bringing materials in that the parent will not be able to use during the week
- 8.2.3. Let the child explore the materials before working with them:** allow the child to manipulate them freely to become familiar with them, often, this manipulation will lead into the activity

**8.2.4. Limit the amount of materials. Present the child with just those materials you will need for the activity**

**8.3. Reinforcers**

**8.3.1. Variety - vary your reinforcement, be sincere**

**8.3.2. Provide lots of reinforcement, particularly while the child is just acquiring the skill**

**8.4. Presentation**

**8.4.1. Make it a game - be sure the child is enjoying the activity**

**8.4.2. Use just enough help to ensure success - do not let the child become frustrated**

**8.4.3. Be positive when correcting incorrect responses**

**8.5. Transition**

**8.5.1. Consider attention span - do not tire the child of the activity before passing it to the parent for demonstration**

**8.5.2. Clear away previous materials - don't use materials for two different activities during the same Home Visit**

**8.5.3. Be definite - let the child know you are finishing up one activity before moving on to the next one, be sure the child is aware that you are beginning a new activity**

**9. Summary and Discussion**

**10. Activity Suggestions**

- 10.1. Have a participant review the procedure for a step in the Home Teaching Process, rotate participants
- 10.2. Have the participants role play the Home Teaching Process in groups of three, using the activities selected during the Curriculum Planning presentation
- 10.3. Arrange an opportunity for the participants to make a Home Visit during which they can practice the Home Teaching Process under supervision. This can also be done in an Initial Education Center, but then lack parent participation.

NOTE: Clarify this presentation with examples. Use the examples to highlight the procedure.

NOTE: Before beginning activities with the participants, the trainer should "walk through" the entire Curriculum Planning and Home Teaching Processes for the participants.

**THEME: WORKING WITH PARENTS**

**Purpose:** To provide the participants with information on working with parents in their homes: to assure their participation and success.

**Content****1. Gaining the Parents' Involvement****1.1. Establish your responsibilities and those of the parent at the beginning of the program**

- Parents should understand that they will be doing the teaching during the week
- The Home Teacher's primary function is to prepare activities and present them in the home
- The parent must be present during the Home Visit

**1.2. Parents should be informed of the importance of their participation**

- They know their child better than anyone else
- They have taught the child all he has already learned

**1.3. Show the parents that you are capable**

- Understand the program completely
- Be able to teach their child with their help
- Demonstrate your self-confidence
- Be prepared to explain to parents why you are teaching a particular skill

**1.4. Show the parents your confidence in them**

- Ask for their ideas, use them

**1.5. Start off slowly**

- Begin with one activity the first week, add one activity each week until the parent is accustomed to working on 3 activities each week
- Reinforce the parent for good performance while teaching her child
- Model all the activities for the parent and have her demonstrate all the activities

**2. Do's of Home Teaching**

- 2.1. Do be a good listener
- 2.2. Do be task oriented - socialize with the parent at the end of the Home Visit
- 2.3. Do be flexible - let siblings participate, expect interruptions
- 2.4. Do be prompt, inform parent in advance if you must change your schedule
- 2.5. Do dress appropriately
- 2.6. Do encourage a special place for program materials in the home
- 2.7. Do be positive, enthusiastic
- 2.8. Do bring materials for the siblings to work with while you are working with the child
- 2.9. Do be confidential
- 2.10. Do remember that you are a guest in the home
- 2.11. Do remember that the parent is observing you throughout the visit

- 2.12. Do include the parent in all parts of the Home Visit  
Remember - the parent is the primary teacher in PRONOEI-BH!

### 3. Dont's of Home Teaching

- 3.1. Don't bring visitors to the home without getting prior approval of the parent
- 3.2. Don't socialize with parent before the work gets done
- 3.3. Don't talk about the family with anyone, you are a privileged guest in their home
- 3.4. Don't exclude other family members from the Home Visit
- 3.5. Don't proceed with the Home Visit if the parent is not present (unless prior arrangements have been made)
- 3.6. Don't expect perfection from the parents; if the parents are not involved it is your responsibility to make their involvement worthwhile to them
- 3.7. Don't ask the parent to do something you wouldn't do
- 3.8. Don't be late and don't go unprepared to a Home Visit

### 4. Summary and Discussion

- 4.1. Home Visits should be prepared well enough so that they flow - they are organized and orderly. If the parents feel that you are giving their children your best, they will give the child and you their best.

NOTE: Generate discussion by having the participants explain how they would feel about having someone come into their homes to teach their children.

NOTE: Encourage discussion of the role of the Home Teacher in the homes of the families with which they work.

- Relate personal experiences you have had throughout this presentation.

**THEME: PARENT MEETINGS**

**Purpose:** To inform participants of ways in which parents may be grouped and to provide information for presentation at these parent meetings to facilitate parent involvement in the program.

**Content****1. Parent Meetings**

- 1.1. All of the parents who are participating in the program
- 1.2. Monthly meetings
- 1.3. Organized and carried out by Master Teacher: Home Teachers participate and aid the Master Teacher

**2. Purpose of the Parent Meetings**

- 2.1. Orientation at beginning of year
  - To explain purpose of PRONOEI-BH
  - To explain roles of parent and Home Teacher
- 2.2. Monthly meetings throughout year
  - Update on program
  - Discussion with parents about program goals, functioning, etc.
  - Theme presentations on: child development, nutrition, health, hygiene, importance of initial education, etc.
  - Invited speakers - Master Teacher may invite an authority to speak on a specific topic related to program goals and activities

- **Materials workshops** - Parents can help make educational materials

### **3. Parent Meeting Organization**

#### **3.1. Parent Meetings can be:**

- General for all parents of a community
- Small, for parents each Home Teacher works with
- Combination - major presentation to all parents, then break down into groups of parents each Home Teacher works with

#### **3.2. Preparation**

- 3.2.1. Master Teacher will select and prepare agenda, themes, activities, etc.
- 3.2.2. At weekly staffing, parent meeting is discussed and responsibilities delegated
- 3.2.3. Each staff member prepares for meeting according to responsibilities delegated
- 3.2.4. Each Home Teacher notifies parents
- 3.2.5. Master Teacher arranges location for meeting
  - Indoors, free of distractions, accessible

#### **3.3. Carrying out the Parent Meeting**

- 3.3.1. Welcome parents
- 3.3.2. Present agenda for meeting
- 3.3.3. Provide many opportunities for parent participation
- 3.3.4. Start casually and on time

3.3.5. Compliment the parents' involvement in the program

- be sincere

3.3.6. Be brief - meeting should be no longer than one hour;

45 minutes is optimal

3.3.7. Give the meeting importance and purpose

3.3.8. Plan for activities and interaction among parents

3.3.9. Avoid correcting a parent during the meeting

3.3.10. Be positive and on-task - keep the meeting moving

#### 4. Parent meeting follow-up

4.1. At next staff meeting, the parent meeting should be discussed:

what it accomplished, how well responsibilities were handled,  
major points that should be reinforced with parents

4.2. Home Teachers should discuss the meeting briefly during each

Home Visit the following week, reinforce the major points  
by discussing them with the parent and encouraging questions

#### 5. Summary and Discussion

Summarize the essential procedural information. Generate discussion  
by briefly planning a parent meeting together with the participants.  
Emphasize that parent meetings are an integral part of the program  
and that they should therefore begin immediately.

**THEME: REPORTING**

**Purpose: To establish purpose and procedures of weekly staff meetings; who attends; activities; reporting procedure; In-service and documentation.**

**Content****1. Weekly Staff Meetings - Purpose**

- 1.1. To update staff on program progress, modifications
- 1.2. To share experiences of the previous week
- 1.3. To continue training of staff through In-service
- 1.4. To process program documentation, reports
- 1.5. To plan for upcoming week

**2. Weekly Staff Meetings - When?**

- 2.1. Once each week
- 2.2. Half-day staffing
- 2.3. Usually arranged for Friday afternoon or Monday morning
- 2.4. Remainder of staffing day should be held open for:
  - Make-up visits
  - Planning activities for upcoming week
  - In-service presentation

**3. Weekly Staff Meetings - Who?**

- 3.1. Master Teacher
  - Plans, organizes and carries out
- 3.2. Home Teachers
  - All must be present

### 3.3. Regional Personnel

- On occasion to observe and to make In-service presentations

## 4. Weekly Staff Meetings - Organization and Content

### 4.1. Documentation

- All required documents must be turned in before meeting begins
- Documentation should be filled out as week progresses

### 4.2. Program update - Announcements

- All important information for Home Teachers and families
- Program activities
- Program breaks
- Program modifications

### 4.3. Informal Staffing

- Group approach to problem solving
- Present problems
- Get ideas from each other
- Present successes
- Each Home Teacher presents

### 4.4. Group Sharing

- Ideas for activities that have worked
- Ideas for cluster meetings, parent meetings
- Ideas for program improvements

### 4.5. In-service

- Invited speakers

- On-going training based on needs identified by Master Teachers, review of documentation
- Content may vary from general presentation on Child Development, etc. to specific needs, such as program concerns and procedures
- Short, hands-on presentations

## 5. Program Documentation

### 5.1. Purpose

- To plan child's curriculum
- To maintain program information
- To permit identification of child's progress, problems
- To serve as a system of accountability

### 5.2. Curriculum Planning

5.2.1. To be prepared by Home Teacher each week

5.2.2. To be submitted to Master Teacher each week before staffing

5.2.3. Prepared by Home Teacher as she prepares the activities to be worked on during week (During Curriculum Planning step of PRONOEI-BH Model)

#### 5.2.4. Preparation

- Fill in General Information
- Child's name
- Developmental area from which chosen objective comes
- Number of the objective of the corresponding Activity Card

- **Objective** - write it as it appears in Activity Card
- write in each objective that will be presented
- **Pre-test** - Did child achieve the objective during pre-test?
  - Fill in YES or NO and the date
- **Post-test** - If the child did not achieve the objective, it will be included on the next week's Curriculum Plan and POST-TESTED. Did the child achieve the objective during the Post-test? Fill in YES or NO and the date
- **Reprogrammed** - if the child did not achieve the objective during the Post-test, the objective will be included on the next week's Curriculum Plans and tested again. Did the child achieve the objective during the Reprogrammed period? Fill in YES or NO and the date
- **No. of weeks** - Fill in the number of weeks of teaching required before the child achieved the objective

**NOTE:** Demonstrate how this is calculated.

### 5.2.3. Function of the Form

- Aids the Home Teacher in planning, knowing what the child is already working on
- Aids the Master Teacher in identifying problems in a child's educational plan
- Aids the Master Teacher in helping the Home Teacher solve problems

### 5.3. Home Visit Record

- 5.3.1. Prepared by Home Teacher each week
- 5.3.2. Submitted to Master Teacher each week before staffing
- 5.3.3. Prepared at beginning of week, updated daily
- 5.3.4. Preparation
  - Fill in General Information
  - Fill in children's names in order in which they will be visited during the week
  - Fill in the time at which each child will be visited in the appropriate box
- 5.3.5. Updating the Home Visit Record
  - If a visit is not made as scheduled, circle the time and write down the reason in "Comments"
  - Reschedule the visit by re-entering the child's name and writing in the new time
- 5.3.6. Purpose of the Form
  - Helps detect problem families
  - Helps document number of visits made

- Aids the Master Teacher in locating a Home Teacher

**NOTE:** As a form is explained, demonstrate the procedure for filling it in.

**6. Summary and Discussion**

- Review purpose of Reporting Sessions
- Review procedures utilized

**7. Suggested Activity**

- Employing the information used during practice sessions, have participants fill in a Curriculum Plan and then run a mock Reporting Session





**THEME: CHILD CLUSTERS**

**Purpose:** To prepare training participants for organizing and implementing monthly grouping of children in the program.

**Content****1. Child Clusters - Purpose**

- 1.1. A grouping of all of the children with whom a Home Teacher works
- 1.2. Serves as an opportunity to provide the children with group experiences
- 1.3. Primary purpose: to engage the children in socialization experience not provided during home visits; to provide non-directive activities, and to provide opportunities for children to practice and generalize skills acquired through Home Teaching Process

**2. Organization and Preparation**

- 2.1. Once each month each Home Teacher holds one cluster with all of the children with whom she works
- 2.2. One week prior to the cluster, the Home Teacher prepares her Curriculum Plan for the cluster

**NOTE:** Use Curriculum Plan Child Cluster Form to demonstrate preparation for Cluster.

- 2.2.1. Select objectives
  - Permanent objectives
  - Socialization objectives

- Objectives identified as those that should be worked on in a group situation

#### 2.2.2. Fill in Form with pertinent information

- Objective selected (to be worked on)
- Developmental area of objective
- Corresponding Activity Card number
- Materials necessary to carry out the activity
- Amount of time allocated for activity

(Cluster meetings should last approx. 2-3 hours)

#### 2.2.3. Form Purposes

- Serves as a lesson plan
- Permits objectives to be listed in the order in which they will be presented
- Aids in organizing children's materials, etc.

2.3. Notify parents of day, time and location of cluster meeting several days in advance

#### 2.4. Select Parent-Aides for Cluster

- Each cluster should have two parents to serve as aides
- Two parents are a good number; if more than two attend, cluster time is spent in organizing parents and therefore, the children are neglected. Of course, more parents may attend, but two should be delegated specific responsibility.
- Provide parents with opportunity to be involved in total program; opportunity to work with children in group situation; and opportunity to share experiences with other program parents

### **3. Carrying out Child Cluster**

#### **3.1. Start on time**

#### **3.2. Sometime during session take child and parent attendance**

#### **3.3. Begin cluster with Permanent Objectives**

- Those relating to courtesy, personal cleanliness and patriotic symbols

#### **3.4. Move to table-work objectives**

- Drawing, modeling with clay, etc.
- Telling stories; sharing time, etc.

#### **3.5. Save active objectives for last**

- Running, jumping, ball playing

#### **3.6. Emphasize interaction among the children**

#### **3.7. Be sure that there are clear transitions between activities**

#### **3.8. Clear away materials from one activity before moving on to next one**

### **4. Parent Participation during Cluster**

#### **4.1. Be sure parent feels needed**

#### **4.2. Determine which responsibilities you are willing to share with parents.**

#### **4.3. Determine how much time you will need to prepare parents for their inclusion in the activities**

#### **4.4. Be sure to talk to parents to determine their interests and skills**

### **5. Preparing the Parent Aide for the Child Cluster**

- 5.1. During beginning of cluster the Home Teacher serves as model to parent
- 5.2. Parents are given specific responsibilities and instructions
- 5.3. As parents acquire more experience, Home Teacher can delegate more responsibility to them
- 5.4. Meet alone with parent aids briefly before beginning the cluster to inform them of the activities to be carried out
  - What activity the parent will help with (make it fool-proof to start - a game, song, etc.)
  - Inform parent how long to continue activity
  - What parent should do if activity doesn't work
  - How to organize the clean-up (what to do with materials, etc.)
- 5.5. Reinforce parent participation

## 6. Summary and Discussion

- Reiterate purpose and organization of Child Clusters
- Stress involvement for the parents
- Emphasize that the Home Visits are the heart of the program

## 7. Suggested Activities

- 7.1. Have participants prepare a Child Cluster using the Child Cluster Curriculum Plan
- 7.2. Have participants read through the Checklist to identify objectives that would be appropriate for a Child Cluster

## 8. Additional information for Advanced Participants

## Selecting objectives for the Child Cluster - Generalization and Maintenance

- An important purpose of the Child Cluster is to give the children opportunities to practice skills they have learned through the Home Teaching Process
- The cluster gives the child an opportunity to use his skills in a variety of settings, and with varied materials
- Select objectives for the cluster that several of the children have worked on at home with their parents
- Present the objective to the children in a group activity, including even children who have not previously worked on the objective
- Observe the children: are the children who have worked on a skill able to perform it? Can they perform it with different materials? Do they still need more practice? For the children who have not worked on the skill, which of them are now ready to work on it at home? How do the children interact with the materials?
- These objectives should not take the place of the other objectives specified earlier for Child Clusters. Rather, they should be included in addition to these other objectives.

NOTE: Demonstrate how the Home Teacher might select such an objective and fill in the Child Cluster Curriculum Plan for this objective.

NOTE: Child Clusters and the Less Advanced Home Teacher - Frequently, the Home Teacher with a primary level education requires much practice in implementing the Home Teaching Process in order to be

effective. In this case, it is wise not to train these participants in Child Clusters during their Pre-Service training. Instead, the Master Teachers should be trained in Child Clusters; they in turn, will train their Home Teacher in Child Clusters only after they are comfortable that the Home Teachers are performing well with their primary function, Home Visiting. Often, Child Clusters will not commence in these programs until the first 3 months of implementation.

Teacher Name: \_\_\_\_\_  
Community: \_\_\_\_\_

Cluster Date: \_\_\_\_\_

OBJECTIVE	DEV. AREA	CARD NO.	MATERIALS	TIME	IMPLEMENTED (yes) (no)



**THEME: EDUCATIONAL MATERIALS**

**Purpose:** Where activities are blueprints for teaching the child, educational materials are the tools used to help the child acquire new skills and abilities. This presentation will aid the Home Teacher select, make and utilize materials to enhance the activities presented during the Home Teaching Process.

**Content****1. What are Educational Materials?**

- 1.1. Any object with which a child interacts that aids the child in acquiring, maintaining or generalizing a skill or ability
- 1.2. Objects that the child can manipulate, that stimulate the senses

**2. Matching an Educational Material to the child**

- 2.1. Determine instructional need of child
- 2.2. Interact with child to determine special learning characteristics
- 2.3. Select from materials available those that relate to the child's interests, characteristics as well as the objective to be presented to the child

**3. Choosing Educational Materials****3.1. Sensory**

- Should appeal to the senses
- Look for bright colors, interesting textures, shapes and sizes
- Should be easy to grasp, hold, manipulate

**3.2. Motor**

- Select those that encourage the use of all muscles, gross and fine

- Select some materials that call for use of small muscles, such as puzzles, crayons, scissors

### 3.3. Intellectual

- Select materials that are a challenge
- Select a variety of materials to stimulate language, problem solving
- Be sure to include materials useful in sorting and classifying

### 3.4. Social

- Use materials that can be shared among children
- Select materials that facilitate contact and interaction

## 4. Making Educational Materials

4.1. Can be made to serve specific purpose

4.2. Lowers cost

4.3. More motivating for child since they are made from familiar, common items

4.4. Guidelines for making

- Make them attractive and inviting
- Should be well-constructed and durable
- Should be safe
- Should be challenging to child
- Should be fun for child

4.5. Common Materials useful as Educational Materials

- Cardboard boxes
- Egg shells

- Nut shells
- Plastic bottles
- Empty cans
- Used newspapers, magazines
- Jar and lid tops
- Old clothes
- Balloons
- Calendars

NOTE: Have participants suggest more items.

## 5. Considerations for using Educational Materials

- 5.1. Limit quantity of materials presented to child at any one time
- 5.2. Allow the child to manipulate the materials before entering the activity
- 5.3. Use clear, concise directions when using the material during an activity
- 5.4. Clear away materials from one activity before starting another
- 5.5. If the material is not available in the home, leave it for the parents to use during the week
- 5.6. During the parent's demonstration, observe the parent's use of the material used, give appropriate feedback
- 5.7. Explain the purpose of using the particular materials in relation to the objective

## 6. Summary and Discussion

- Emphasize making educational materials from recuperable materials

- Emphasize the considerations for using educational materials

7. Suggested Activities

- 7.1. Read through Checklist having participants suggest materials for teaching the different objectives
- 7.2. Select a common object. Demonstrate and/or have a participant demonstrate its use as an educational material. Emphasize how the same object can be used for a variety of activities.
- 7.3. Have participants collect recuperable materials for several days. Set aside an afternoon (should appear in agenda) for a materials workshop and provide basic materials such as glue, paint, scissors, etc.—either as an individual or group activity, have participants make educational materials that they can use later.
- 7.4. Organize participants into groups by community. Together with the r supervisor have them establish priorities for materials development. A materials development workshop can then be used to satisfy materials needs established.

**THEME: COMPREHENSIVE SUMMARY**

**Purpose:** Throughout the workshop a lot of information was presented: procedures, general and theoretical information, forms, etc. This presentation serves as a review during which all of the presented information is reviewed and given a specific slot in the work of the Home Teacher.

**Content:**

1. The PRONOEI-BH Model

Review the Model briefly to identify the process employed

2. Detailed review of the PRONOEI-BH Model

Review each step of the Model, discussing the major points, procedures, forms, etc. used

**NOTE:** This review should be carried out by asking questions of the participants. The trainer should merely guide the review and assure that all major elements are included. Encourage the participants to detail the information as much as possible. Be sure that all of the participants have an opportunity to offer their ideas and comments.

2.1. Child Identification and Selection

2.2. Curriculum Planning

2.3. Home Teaching Process

2.3.1. Teacher obtains Post-baseline

2.3.2. Teacher presents new activities and obtains baseline

2.3.3. Parent demonstrates new activities

2.3.4. Permanent Objectives/Activities

2.3.5. Teacher and Parent review activities

2.4. Parent and Child work on Activities

2.5. Reporting

3. Child Clusters

4. Parent Meetings

5. Summary and Discussion

- Emphasize the importance of having an understanding of how the program operates and the Home Teacher's responsibilities. This summary should serve as an opportunity to generate questions and general discussion.

**CHAPTER II**

**ADMINISTRATIVE SESSIONS**

### Administrative Sessions

#### A note to the Trainer:

Administrative Sessions are intended to prepare Master Teachers for their primary responsibility: supervising the implementation of the PRONOEI-BH. If they are to be effective in this position, the Master Teachers must participate in all of the Pre-Service Training Sessions intended for the Home Teachers. Fully understanding the Home Teacher's responsibilities will aid the Master Teachers in knowing what to focus on as they set up and supervise their program.

Therefore, the Administrative Session must be held at a time when the Master Teacher is not attending a Home Teacher Pre-Service Session. This can be accomplished if Administrative Sessions are held prior to the Home Teacher Pre-Service Training, or at the end of the Pre-Service Training. The second alternative is favored, since the Master Teacher will have all of the background information she will need to organize the presented information, relating it to information already acquired.

This scheduling is possible if the Administrative Sessions are carried out by one trainer while the other works on group activities with the Home Teacher participants: materials workshop, group practice sessions, Bringing It All Together, and Evaluation of the Home Teacher participants.

**THEME: STAFFINGS**

**Purpose:** To train Master Teachers in the preparation and implementation of weekly staffing sessions: what to include, how to prepare an agenda, and how to carry out the session are included.

**Content**

1. Reporting Sessions - Purpose
  - 1.1. Update on program activities
  - 1.2. On-going training of staff
    - Group sharing
    - Presentations
  
2. Preparation of the Weekly Staffing
  - 2.1. Identify program news/modifications
  - 2.2. Identify staff training needs
    - From observation; from review of documentation; from results of Pre-Service Training Evaluation
  - 2.3. Obtain staff input
    - Interests for on-going training
    - Information staff wants to share
  - 2.4. Prepare an agenda
    - 2.4.1. Write it out
    - 2.4.2. Helps organize session
    - 2.4.3. Helps staff prepare for session
    - 2.4.4. Helps plan time
      - Staffings are half-day sessions
      - Time should not be overplanned

### **3. Carrying out the Weekly Staffing**

- 3.1. Pass out agendas or post an agenda in advance so that staff knows what will be discussed and can make necessary preparations**
- 3.2. Collect week's documentation... all records must be turned in (signed and dated by Master Teacher) before staffing begins**
- 3.3. Open staffing by discussing agenda... make clear what must be accomplished**
- 3.4. Keep session moving... lagging staffing encourages lack of interest, participation, and, eventually, failure to attend.**
- 3.5. Program staff participation... staffings need not be lecture sessions... encourage round table discussions**
- 3.6. Stick to your agenda... keep on task and on topic and discourage drifts in conversation and topic breakdown**
- 3.7. Staffings are not opportunities for updating records... this should be done by each individual, whether Home Teacher or Master Teacher, on her own working time**
- 3.8. Be brief, but not rushed... make sure all pertinent information is included, but do not drag out the session**
- 3.9. Save group activities for end of staffing: in-seat discussion and lectures should be first order of session**
- 3.10. Require attendance of all staff**
- 3.11. Make the session fun; build group cohesion; discourage competition among Home Teachers**

**3.12. Encourage group problem solving**

- Specific problems a particular Home Teacher may be having
- Programmatic problems faced by entire staff

**3.13. Be clear that right to decision making is held by Master Teacher**

**3.14. Give encouragement and reinforcement to staff during Weekly Staffings**

**4. Summary and Discussion**

Walk through procedures, step-by-step, for planning and carrying out Weekly Staffing. Encourage discussion of possible topics that could be presented during a staffing. Have Master Teachers target information that they feel they would present to their staff based on interaction and observations during Pre-Service Training.

**THEME: PROGRAM ORGANIZATION - SETTING UP**

**Purpose:** To help Master Teachers prepare for initiating program implementation. Information is provided for making the community and local school officials aware of the program, child-find, assignment of case-loads and organization of staff.

**Content****1. Program Awareness****1.1. Community Awareness**

1.1.1. Present program purpose and basics to community leaders;  
introduce Home Teachers

1.1.2. Enlist leader support and presence for a community-wide awareness meeting

- Invite entire community; emphasize importance of mothers' attendance
- Introduce Home Teachers to community; emphasize their Pre-Service Training, qualifications
- Explain program: purpose, functioning, role of parents
- Enroll children - 1 per family

**2. Enrollment of Children**

2.1. Community meeting

2.2. Door-to-door campaign

2.3. During local school enrollment campaign

**NOTE:** See Child Identification and Selection

### 3. Assignment of Caseloads

#### 3.1. By location of homes

#### 3.2. By age of children

#### 3.3. Assign 10-15 per Home Teacher

- Assign to Home Teachers equally
- If a Home Teacher has difficulties, assign her fewer cases;  
do not make smaller caseload a privilege

### 4. Organization of Staff for Initial Field Experience

#### 4.1. Preliminary meeting with all Home Teachers

##### 4.1.1. Assignment of caseload

##### 4.1.2. Identification of homes

##### 4.1.3. Rehearsal:

- Personal introduction
- Program presentation
- Explanation of Evaluation

##### 4.1.4. Review procedures for Evaluation

##### 4.1.5. Chart out order in which Home Teachers will visit each home

#### 4.2. Preliminary Field Experience

##### 4.2.1. Master Teacher in field as Home Teachers begin

- Make spot checks on all Home Teachers
- Spend additional time with those Home Teachers who  
have difficulties

##### 4.2.2. Home Teachers notify each family when they will visit to do Evaluation

4.3. Entire staff meets briefly each morning to check in, check on progress, review Checklists, discuss difficulties observed/experienced, and engage in general problem solving

5. Organization of Staff during Subsequent Activities

5.1. Have each Home Teacher establish schedule of Home Visits as quickly as possible

- Each family should be visited on the same day of week, at the same time, barring exceptional circumstances
- Post Home Teachers' schedule

	H.T. NAME	H.T. NAME	H.T. NAME	H.T. NAME
M	family name time			
T				
W				
R				
F				

5.2. Establish day of week for Staffings

- Only make-up home visits should be made on this day

5.3. Responsibilities for Parent Meetings should be delegated to Home Teachers equally

- Start slowly, gradually adding responsibilities as Home Teacher acquires experience

#### 5.4. Child Clusters

- Begin as soon as staff is able to handle the additional responsibility
- Master Teacher should supervise planning and execution of all clusters initially. As Home Teacher demonstrates competency, Master Teacher can gradually relax amount of supervision/input

#### 6. Summary Discussion

Encourage questions regarding set-up of program and organization of staff

**THEME: PROGRAM COORDINATION**

**Purpose:** To establish program links with regional DIGEI technicians and local school officials.

**Content****1. Purpose of Program Coordination**

- 1.1. To inform appropriate officials of program progress, difficulties, etc.
- 1.2. To secure input and suggestions from outside sources
- 1.3. To provide data to DIGEI for program implementation records
- 1.4. To demonstrate that program is satisfying national, regional, and local objectives established for it

**2. Coordination**

- 2.1. Coordination visits - by regional or local Master Teachers, trainers
  - During staffings
  - To observe Home Visits
  - To review documentation
- 2.2. Weekly meetings with N.E.C. Director/Initial Education Promoter
  - Chronogram of activities for week
  - Update on program progress
  - Staff problems

**3. Summary and Discussion**

- Have participants familiarize themselves with Monthly Report Form

**THEME: SUPERVISION**

**Purpose:** To prepare Master Teacher for supervising program implementation and Home Teachers' field performance. The presentation will include procedures for supervising as well as instruments that may be used to evaluate Home Teacher performance.

**Content**

1. Purpose of Field Supervision
  - 1.1. Accountability
    - Assure that program activities are in fact being carried out
    - Assure that visits are being made on schedule
  - 1.2. Provide direct input to Home Teacher
    - Help overcome problems
    - Serve as positive model
  - 1.3. Identify Program Needs
    - Need for modification in procedures, activities, curriculum, etc.
  - 1.4. Identify Staff Training Needs
    - Individual
    - Group
2. Field Supervision
  - 2.1. Spot Checks
    - Verify Home Visits being made
    - Verify Home Teacher schedules
    - Verify Home Teacher preparation

- Several Home Visits should be verified each day

**2.2. Home Visit Observation**

- 2.2.1. At least one Home Visit Observation per Home Teacher per month
- 2.2.2. Notify Home Teacher several days in advance that you will be making Home Visit Observation
- 2.2.3. Meet with Home Teacher prior to visit
  - Review Curriculum Plan
  - Fill in Chapter I of Supervision Record
  - Scoring: 1 = 100%, 2 = 75%, 3 = 50%, 4 = 25%,  
5 = 00%

NOTE: Demonstrate use of Supervision Record: Master Teacher may either use this form as is or use it to develop another that better suits her needs.

- 2.2.4. Observe total Home Visit
  - Be unobtrusive during visit
  - Intervene if Home Teacher has difficulty
  - Use Supervision Record to rate Home Teacher performance
  - Avoid "taking over" the visit; make your role clear before entering home
- 2.2.5. Observe Documentation Update
  - Help clarify difficulties
  - Fill in Chapters III & IV of Supervision Record

**2.2.6. Schedule Interview with Home Teacher**

- Should be as soon as possible after Home Visit;  
definitely same day

**3. Master Teacher-Home Teacher Interview****3.1. Preparation**

3.1.1. Fill in Chapter 5.1. and 5.2.

3.1.2. Prepare ideas for Monthly Objectives

**3.2. Interview**

3.2.1. Review Supervision Record with Home Teacher

3.2.2. Discuss ratings, comments, improvements and suggestions

3.2.3. Determine whether or not Monthly Objectives from previous month have been achieved

3.2.4. Set new Monthly Objectives with Home Teacher

- Set two objectives
- Be specific and concrete, stating exactly what change the Home Teacher must demonstrate
- Make sure that the objectives are attainable in a one month period
- Discuss how the Home Teacher might work on objective

3.2.5. Date Supervision Record, sign and give copy to Home Teacher for her records... maintain original

**4. Summary and Discussion**

Have participants share ideas/concerns for supervising Home Teachers.

Emphasize that supervision of Home Teachers serves as a way to continue their training by providing an opportunity for individualized instruction based on each teachers' specific need.

**THEME: PROGRAM DOCUMENTATION-MAINTENANCE AND MONITORING**

**Purpose:** Program implementation is facilitated by record keeping. This presentation will demonstrate how program records may be maintained to ensure organization as well as accessibility. In addition, participants will be shown how to use the information provided by program forms to identify child progress and problems and for general implementation.

**Content**

1. Program Documentation - Purpose
  - 1.1. Accountability
  - 1.2. Demonstrate Child Progress
  - 1.3. Identify program and child problems
  - 1.4. Identify problems Home Teacher may have with particular families
  
2. Review of Documentation used by Home Teachers
  - 2.1. Curriculum Plan
  - 2.2. Home Visit Record
  - 2.3. Curriculum Plan for Child Cluster (used by Master Teacher initially)
  - 2.4. Curriculum Checklist
  
3. Documentation used by Master Teacher
  - 3.1. Review Supervisory Report
  - 3.2. Review Supervision Record
  - 3.3. Introduce Child Progress Record
    - 3.3.1. Filled in weekly by Master Teacher
    - 3.3.2. Information gathered from Curriculum Plan

3.3.3. One kept for each child in program

NOTE: As this form is explained, demonstrate its use.

3.3.4. Fill in pertinent data

3.3.5. From Curricular Plan transfer information that is specific to child

3.3.6. Update Date Accomplished and No. of weeks required

3.3.7. Observations to include: reason for failure to achieve objective; reason for postponing teaching of objective; etc.

4. Information available from each document/form

4.1. Home Visit Record

4.1.1. Percent of Home Visits accomplished by each Home Teacher

4.1.2. Percent of Home Visits rescheduled by each Home Teacher

4.1.3. Percent of rescheduled Home Visits made by each Home Teacher

4.1.4. Identify families that miss many visits

- Parent/Home Teacher interaction problems
- Family member frequently ill - may indicate need for visit to doctor
- Frequent Home Teacher illness

4.1.5. Frequent failure to make Home Visits indicates Master Teacher intervention

- Interview with Home Teacher to discuss problem
- Observation visit with Home Teacher
- Visit to family to identify/verify problems

## 4.2. Curriculum Plan

- 4.2.1. Verify advanced preparation for Home Visit
- 4.2.2. Determine appropriateness of activities for child (in conjunction with Curricular Checklist: sequence, prerequisites, etc.)
- 4.2.3. Determine teaching success rate of Home Teacher across all children taught
- 4.2.4. Information for Child Progress Record

## 4.3. Curriculum Plan for Child Cluster

- 4.3.1. Percentage of Child Attendance
- 4.3.2. Parent Attendance: indicator of parent interest, involvement
- 4.3.3. Appropriate selection of Objectives for Cluster
- 4.3.4. Appropriateness of Objectives ( in conjunction with Curriculum Plans for previous month)
- 4.3.5. Verify advance preparation for Child Cluster

## 4.4. Child Progress Report

- 4.4.1. Information regarding progress of each individual child
- 4.4.2. Verify whether or not child's Curriculum Plan offers integral balanced instruction in each developmental area
- 4.4.3. Identify problems by noting mean number of weeks child requires to achieve objectives
- 4.4.4. Verify that child has prerequisite skills for those being taught
- 4.4.5. Appropriateness of sequence of presentation of objectives

**4.5. Supervision Record**

**4.5.1. Home Teacher effectiveness**

**4.5.2. Identify staff training needs**

**4.5.3. Home Teacher effectiveness improvement - monthly objectives**

**4.5.4. Overall measure of program implementation**

**4.6. Supervisory Report**

**4.6.1. Documents program activities**

**4.6.2. Serves Regional Supervisors to identify program problems, needs, changes**

**4.6.3. Serves as formal record of program communication**

**5. Organization of Program Documentation**

**5.1. Supervisor should maintain one folder on each child, one on each Home Teacher, general program files, Materials Log**

**5.2. Child Folders**

**5.2.1. Child Progress Record - most recent in front of file**

**5.2.2. Notes particular to child's involvement in the program; notes relating specifically to child's family**

**5.3. Home Teacher File**

**5.3.1. Turned in Curriculum Plans**

**5.3.2. Turned in Home Visit Records**

**5.3.3. Supervision Records**

**5.3.4. Curriculum Plan - Child Cluster**

**5.3.5. Notes that relate specifically to the Home Teacher's functioning in the folder: days missed, days sick, etc.**

**5.4. General Program File****5.4.1. Supervisory Reports****5.4.2. Information from Regional Office****5.4.3. Notes from Weekly In-Service or Staffings****5.4.4. Acts****5.4.5. A log of the Supervisors' daily activities**

- Individual Home Teacher interviews
- Record monitoring
- Supervision visits
- All should have observations

**5.5. Materials log****5.5.1. A log should be kept of all of the materials available  
for use by the Home Teacher****5.5.2. Log should indicate:**

- When the material was added to the materials library
- When it was borrowed
- Who borrowed it (which Home Teacher)
- To which home it was to be taken
- When it was to be returned
- Date actually returned

**5.6. Flexibility of Document Organization**

- Each Master Teacher may find a better method, or one more comfortable for her, to maintain the program's documentation. The system presented is suggested until the Master Teacher becomes experienced with all of the documents

**6. Summary and Discussion**

**6.1. Stress importance of document maintenance**

**6.2. Stress importance of maintaining documents on a daily basis;  
avoid building backlog**

**6.3. Documentation is not just for keeping records. Use the information they provide to improve your program**

Suggested Activity

Have participants discuss each form, indicating type of information provided, what the information indicates and how they can use the information to improve their program.







SUPERVISORY REPORT

MONTH: \_\_\_\_\_  
PREPARED FOR: \_\_\_\_\_  
PREPARED BY: \_\_\_\_\_

COMMUNITIES: \_\_\_\_\_  
DATE SUBMITTED: \_\_\_\_\_

DATE	ACTIVITY	ACHIEVEMENTS	PROBLEMS	OBSERVATIONS

SUPERVISION RECORD

HOME-TEACHER: \_\_\_\_\_  
 FAMILY VISITED: \_\_\_\_\_

DATE: \_\_\_\_\_  
 TIME: START: \_\_\_\_\_ END: \_\_\_\_\_

I. CURRICULUM PROGRAM	1	2	3	4	5	See Comment
1.1 Teacher is prepared with 3 activities						
1.2 Activities selected are appropriate for child						
1.3 Activities represent each developmental area						
1.4 Teacher has the materials necessary to implement activities						
1.5 Teacher states order of presentation of activities						
1.6 Teacher is prepared with permanent activities						
II. HOME-VISIT OBSERVATION						
2.1 Teacher arrives on time						
2.2 Teacher talks with parent regarding previous weeks teaching						
2.3 Teacher implements the Home Teaching Process with all activities						
-Teacher obtains Post-baseline						
-Teacher presents new Activity and Records Baseline						
-Parent demonstrates Activity						
2.4 Teacher presents Permanent Activities						
2.5 Teacher reinforces child and parent appropriate responses						
2.6 Teacher includes all pertinent steps of Activity						
2.7 Teacher gives parent appropriate and adequate suggestions						
2.8 Teacher passes activities to parent before child tires						
2.9 Teacher updates parents on program news, activities, etc.						
2.10 Teacher reviews activities for week with parent						
III. DOCUMENTATION						
3.1 Teacher updates Curriculum Plan based on Home-Visit						
3.2 Teacher updates Curriculum Checklist						
3.3 Teacher updates Home-Visit Record						
IV. COMMENTS						

V. OBJECTIVES FOR COMING MONTH

5.1 Improvements noted since last Supervision Visit

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5.2 SUGGESTIONS AND RECOMMENDATIONS

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5.3 OBJECTIVES

5.3.1

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5.3.2

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DATE OF INTERVIEW: \_\_\_\_\_

SIGNATURE OF SUPERVISOR: \_\_\_\_\_

SIGNATURE OF HOME-TEACHER: \_\_\_\_\_

116-A

Home Teacher Name: \_\_\_\_\_  
Community: \_\_\_\_\_

Cluster Date: \_\_\_\_\_

OBJECTIVE	DEV. AREA	CARD NO.	MATERIALS	TIME	IMPLEMENTED (yes) (no)



**THEME: STAFF DEVELOPMENT**

**Purpose:** Paraprofessionals can be good providers of educational services, but their training needs are great. This presentation will help the Master Teachers provide ongoing training to their paraprofessional staff.

**Content**

1. Need for ongoing staff development
  - 1.1. Preservice training is short
  - 1.2. Participants have limited education/experience
  - 1.3. Each individual's training needs vary; ongoing training can better address these individual needs
  - 1.4. Develop your staff — improve your program
  - 1.5. Maintain staff motivation
  
2. Opportunities for staff development
  - 2.1. Weekly Staffings
    - 2.1.1. Identify training needs
    - 2.1.2. Supervisor presents theme or invites expert to address a specific area of content
      - brief
      - concrete, specific material
      - information should be directly applicable in field work
      - use demonstration
      - provide staff with opportunity to practice skills during staff training session
    - 2.1.3. Follow-up staffing presentation during supervision visits, guiding Home Teachers in application of information

**2.1.4. Theme suggestions:**

- use of a material for many activities
- use of common objects as educational materials
- role playing of parent involvement; providing feedback to parent after parent demonstrates activity
- child development
- language stimulation
- games and songs
- implementing activities
- guest speakers:
  - nutritionist - using foods available for a better diet
  - first grade teacher - expectations for first grade
  - personnel from medical post-services offered
- other

**2.2. Supervision visits**

**2.2.1.** Direct observation of Home Teacher in home

**2.2.2.** Use opportunity to identify Home Teacher's individual training needs

**2.2.3.** When possible, without disrupting home visit, model for Home Teacher or verbally prompt her through a problem she is having... remember to reinforce work well done

**2.2.4.** Give Home Teacher feedback immediately after home visit while visit is still fresh in both of your minds

**2.2.5.** Arrange interview for same day for in-depth review of home visit — if not possible, immediately after visit

- 2.2.6. With Home Teacher, set objectives that she will work on during month
- 2.2.7. Follow-up on monthly objectives during supervision visit, etc.

### 2.3. Mini-training

- 2.3.1. Identify training needs common to Home Teachers
- 2.3.2. Arrange mini-trainings with PRONOEI-BH trainers
- 2.3.3. One mini-training per academic year
- 2.3.4. One week in length

### 2.4. Participation in courses

NOTE: This applies to Lima programs.

- 2.4.1. Arrange enrollment of Home Teachers in relevant courses offered by DIGEI or INIDE
- 2.4.2. Can be arranged for Home Teachers with outstanding job performance as an incentive

### 2.5. Expansion of position responsibilities

- 2.5.1. For outstanding Home Teachers
- 2.5.2. Development of administrative abilities
- 2.5.3. Begin by taking on more routine tasks of Master Teacher:
  - updating files
  - maintaining materials and Materials Log
- 2.5.4. Gradually train Home Teacher in administrative tasks
  - monitoring records
  - spot checking home visits
- 2.5.5. Serves as incentive for staff

2.5.6. Frees Master Teacher's time for more direct supervision, planning, etc.

2.5.7. Suitable Home Teacher should be selected carefully; should be satisfying all primary responsibilities successfully

### 3. Summary and Discussion

3.1. Emphasize importance of staff development

3.2. Identify staff training as a primary responsibility of the Master Teacher

**THEME: STAFF SELECTION**

**Purpose: To introduce the Master Teacher to the procedures and information for selecting paraprofessionals for Home Teacher positions.**

**Content**

1. Home Teacher qualities and qualifications
  - 1.1. Age
    - Urban programs - 18 years old minimum
    - Rural programs - 16 years old minimum
  - 1.2. Language
    - Fluency in Spanish
    - Fluency in language spoken by members of community
  - 1.3. Education
    - Urban programs - secondary completed
    - Rural programs - primary completed
  - 1.4. Literacy
    - Ability to read with comprehension and write
  - 1.5. Location
    - Must live in community in which she will work
2. Campaigning for staff
  - 2.1. Contact local school officials
  - 2.2. Contact community leaders
  - 2.3. Present position opening at Community Meeting
3. Personal Interview
  - 3.1. Arrange interview in comfortable setting

3.2. Converse with interviewee: interests, accomplishments, family work experience, etc.

3.3. Look for:

3.3.1. Dependability

- Would carry out tasks independently
- Would not need constant supervision
- Would meet obligations on time

3.3.2. Enthusiasm

- Demonstrates interest in position
- Is energetic

3.3.3. Initiative

- Would take necessary actions on her own
- Would follow through on suggestions
- Would be interested in improving performance

3.3.4. Self confident

- Would be able to interact with children
- Would be able to interact with parent
- Could develop ability to speak in front of groups

3.3.5. Community acceptance

- Would work well with people from her community
- Has approval of community leaders (particularly in rural programs)

3.3.6. Personal appearance

- Has a clean, orderly appearance
- Would be a positive model

**3.3.7. Personal warmth**

- Friendly
- Genuine and sincere
- Out going

**3.3.8. Cooperative**

- Would be able to work along with other Home Teachers
- Would not foster competitive atmosphere
- Would work toward common goals of program

**3.3.9. Communication**

- Can express own ideas
- Would be able to communicate effectively with parents/  
children/staff

**3.3.10. Interest in children and families**

- Demonstrates interest in working with young children
- Recognizes parents as child's first teacher

**4. Summary and Discussion**

**4.1.** Emphasize that quality of program is determined by quality of personnel

**4.2.** Have participants share ideas of other qualities not mentioned that they feel would be important for a Home Teacher to have to function successfully

## CHAPTER III

### TRAINING

## Training

### A note to the trainer:

The information in this chapter is to help the trainer prepare and carry out training workshops. The chapter offers substantial background for organizing the workshop as well as techniques that may be employed during the actual training.

While each trainer will develop her personal style, and is encouraged to do so, it is helpful to have specific information to rely on until she has several training experiences in this particular program.

It may seem odd that information regarding the preparation for training be presented at the end of the manual. The manual was prepared in this way because this information will be used the least, while the information in Chapters 1 and 2 will be used during the actual training presentations.

Each trainer should become familiar with this chapter and then, through personal experience, adjust and modify its contents so that the final product truly reflects her character and knowledge.

Preparation of the "Academic Program"

1. Introduction to the Academic Program

The Academic Program establishes the major activities that are to be accomplished during any training workshop.

The Academic Program identifies:

1. Both general and specific objectives of the workshop
2. The content of the workshop that will be presented to achieve each objective
3. The methodology that will be employed to present the content
4. An estimation of how much time will be needed to present the content
5. The name of the person responsible for presenting the content
6. A statement of how the session will be evaluated

The following format is used:

ACADEMIC PROGRAM FOR

Training (location)

Training (dates)

Name of Preparer

GENERAL OBJECTIVE	SPECIFIC OBJECTIVE	CONTENT	METHODOLOGY	TIME	PRESENTOR	EVALUATION
	1.1.	1.1.1. 1.1.2. 1.1.3.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.1. 1.2.2. 1.2.3. 1.2.4.	1.2.	1.2.	1.2.	1.2.
	2.1.	2.1.1. 2.1.2.	2.1.	2.1.	2.1.	2.1.

While developing the Academic Program the trainer is actually organizing the workshop. She makes decisions regarding how the information should be presented depending on the type of participants that will be attending. She identifies the people that will be involved in the training and targets their specific responsibilities so that the presentors can better prepare for the presentation they are responsible for. Most important she outlines the goals of the training, so that each person that reviews the Academic Program understands what will be accomplished by the training.

## 2. Preparing the Academic Program

2.1. The Academic Program should be prepared well in advance of the scheduled training. Once prepared, the original must be turned in to the trainer's direct supervisor. The supervisor will be responsible for having it approved. This approval must take place before the training can take place.

2.2. Most Pre-Service trainings for a year will be very similar. Therefore, once objectives are established for the Pre-Service training for a given year, it is necessary to make only minor modifications regarding the presenter, etc.

2.3. It is important that the trainer consult with presentors while preparing the Academic Program. This way, the presenter will provide input on content and the time necessary for the particular presentation.

2.4. In as much as it is possible, the trainer should utilize the immediate training staff for training presentations. When this is

not feasible, a guest presenter may be invited to present. These arrangements and their approval should be worked out with the direct supervisor.

### 3. General Considerations Regarding the Academic Program

- 3.1. An Academic Program must be prepared for any training to be carried out by staff trainers. While the trainer may need to make small modifications in the Academic Program for one Pre-Service training to the next, she may need to develop a new Academic Program if she intends to do a short one-day in-service at any particular program site.
- 3.2. The trainer who prepares the Academic Program for a particular training will be responsible for that training. This responsibility includes: having the Academic Program turned in to the direct supervisor for approval; notifying appropriate people of the dates of the training, location, etc; preparing training packets; preparing the training evaluation; analysis of the evaluation results and reporting the evaluation results.

Of course, the training team may help one another complete any of these tasks, but the ultimate responsibility for them remains with the trainer that prepared the Academic Program.

- 3.3. The direct supervisor is responsible for assignment of a training to a trainer. These arrangements should be balanced amongst the training team.

3.4. The trainer should always keep a copy of the Academic Program she prepares. They will help to prepare future Academic Programs as well as assure that a training is fully prepared for. It is wise for the trainer to keep a personal copy of any document she produces.

Preparation of the Daily Agenda

## 1. Introduction to the "Daily Agenda"

The Daily Agenda specifies the training activities of any given day of the training workshop. It identifies the topic to be presented, the day and time it will be presented and the name of the person responsible for the presentation.

In addition to helping the trainer organize the training workshop, it helps the training participant keep in touch with what is going on in the training and in preparing for each day of the workshop.

The following format is used:

---

Daily Agenda for .....

Training in (location)

Training (dates)

DATE

HOUR

THEME

PRESENTER

## 2. Order of Presentation of Pre-Service Training Themes

The themes for the Pre-Service Training are presented in the manual in the same order that they are usually presented during a training. This sequence is the same as the sequence of information that the Home Teacher will use in her work. Thus, it helps the participant understand how she will use the information in the field. Additionally, this order facilitates learning because the information presented early in the Pre-Service Training often serves as a prerequisite to the information presented later on.

## 3. Preparation of the Daily Agenda

- 3.1. The trainer should adhere closely to the time allotted for a presentation in the Academic Program while preparing the Daily Agenda.
- 3.2. In general, the entire theme should be presented at the same time, so as not to confuse the information being presented from several themes. This is not the case with those themes that cover general information such as Child Development or Educational Materials. As those themes do not respond to a particular task the Home Teacher must routinely carry out, but rather are pertinent to all of her work, they may be divided into several presentations in the Daily Agenda. In such a case, the trainer should be careful to divide the theme into logical sub themes. If we consider again Child Development, it lends itself to being divided into at least three sub-themes: Bio-psychomotor development; Intellectual development; and Social-emotional development. These sub-themes can be presented where most convenient in the Daily Agenda.

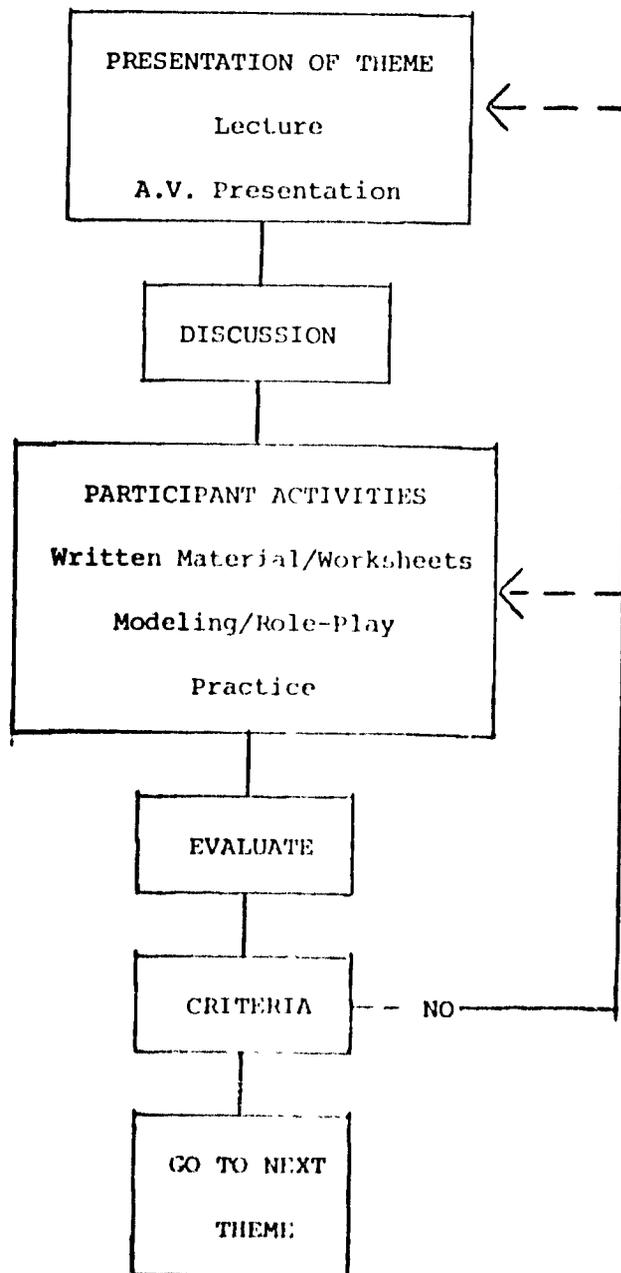
- 3.3. Whenever possible, a theme that will consist mostly of lecture (refer to the "Methodology" chapter of the Academic Program), should be scheduled before a theme that will permit participant activity. This helps to maintain participant interest and motivation.
  - 3.4. Time should be scheduled for review of preschool information. It is wise for a brief review session to be held on a daily basis.
  - 3.5. When in doubt, it is preferable to schedule more rather than less time for a presentation. This will allow for the overflow that will undoubtedly occur with some presentations.
4. General Considerations Regarding the Daily Agenda
    - 4.1. Once prepared, the Daily Agenda should be reviewed by all presentors for input and final changes.
    - 4.2. After the Daily Agenda has been reviewed by the presentors, it should be turned in, along with the Academic Program, to the direct supervisor for approval.
    - 4.3. Each participant of the training workshop should be given a copy of the Daily Agenda.
    - 4.4. During training, the presentors should follow the Daily Agenda as much as possible. The Agenda should, however, be flexible, allowing the presenter to meet the needs of the participants. Time overruns are common when training, but should be limited to actual needs of the participants, not for non-task oriented discussions.

## Organization of the Training Session

### Training Presentation Organization

1. Each training session is characterized by several steps that work toward participant acquisition of the information presented. The following diagram shows the steps that are generally followed during a session.

Training Presentation Flow-Chart



**Step 1 - Presentation of Theme**

The presenter makes initial presentation of theme including all pertinent information. This lecture may be accompanied by an audio-visual presentation.

**Step 2 - Discussion**

Although questions are encouraged during Step 1, the presenter must remember to always include a period for general discussion during the presentation. Frequently, participants are reluctant to raise questions during a presentation. This is particularly true during the first few presentations of a workshop. Yet questions and discussion are one of the most important parts of any presentation. Questions and discussion indicate to the presenter how well the participants are handling the information, what points need clarification and how to guide the participants through the remainder of the presentation to maximize the effect of the training experience.

**Step 3 - Participant Activities**

Activities in which the participants take part provide an opportunity for each person to directly interact with the materials presented during Step 1. Activities may include role-play or practice sessions, demonstrations, reviewing handouts or using worksheets. The essential part of any participant activity is feedback from the presenter. The presenter should attempt to give individual feedback as

the activity progresses. Once the activity ends, the presenter can provide general feedback to the entire group based on what was observed during the activity.

To maintain group cohesion and individual motivation the presenter should remember some simple rules of providing feedback:

- A. Emphasize the positive. The general tendency is to try to help the participant overcome a problem, usually by pointing out what she is doing wrong. It is preferable to point out to the participant what she is doing right before identifying her problem to her. So, always look for something good to say before showing what was done wrong.
- B. Feedback is for everyone. Avoid targeting only the weak participant for feedback, everyone can improve.
- C. Whenever possible, demonstrate the correct procedure. It is easier for a participant to self-correct if she sees the correct procedure demonstrated. Therefore, if a problem is identified during an activity, the presenter should demonstrate how to perform the skill correctly and then have the participant try it again. Be sure to reinforce improvement.
- D. Once the activity is over, the presenter should discuss her observations. Be sure to mention the positive observations as well as the negative. It is helpful to mention

the positive observations including the name of the participant observed. However, it is not a good idea to mention the name of a person who had difficulty.

**Step 4 - Evaluate** - The primary purpose of Evaluation is to determine how successful the presentation was and thus determine whether or not the participants are prepared to use the information presented.

Two types of evaluation are used:

1. Session evaluations. These evaluations may consist of the use of a worksheet, a role-play, a practice session or a question and answer period. While this type of evaluation may at times be somewhat subjective, it provides sufficient information to the presenter to decide whether or not the presentation has been sufficient. If it has been, the next theme can be presented, if not the presentation should continue by returning to Step 1, Step 3 or some combination of these two.

This type of evaluation is particularly useful when the presentation covers practical skills that the presenter can observe the participants employ.

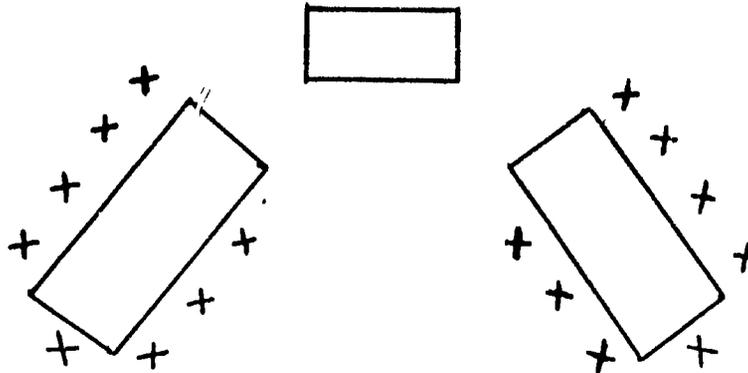
2. Post Test Evaluation. A post test should be prepared for each workshop. Information should be covered on the post test from all of the presentations. The questions presented should represent the minimum information one would

expect the participant to understand to be able to perform in the field. Practical skills that were evaluated during Session evaluations need not be covered, particularly those that were evaluated in a role-play or practice context.

The results of the post test evaluation will help in the final selection of Home Teachers, and will also serve to identify specific areas of difficulty that the Master Teacher will need to work on during in-service sessions and the field experience.

2. Preparing the Training Site. The setting for the training is important to maintain the interest of the participants. There are several factors to keep in mind when selecting and setting up the training environment:
  - 2.1. Pick an appropriate room. The room should be neither too large nor too small for the number of participants to be comfortable. It should be well lighted, relatively free of outside noises and distractions and well ventilated (but not cold).
  - 2.2. Make sure everyone can see and hear the presenter comfortably from their seats. The following seating arrangement is generally facilitative of the workshop atmosphere.

## PRESENTER



Participants should be seated close together to encourage interaction, but each should have sufficient workspace. Tables are essential.

- 2.3. A blackboard is invaluable during a workshop. Be sure there is one in the room before you begin.
- 2.4. Know who should be consulted if a problem should arise with the room being used for the workshop.
- 2.5. Provide appropriate materials. Each participant should have a training packet, a notebook and writing utensils. The training packet should include: an agenda, all handouts and all worksheets.
- 2.6. Provide name tags. These are very helpful during the first few days. They encourage familiarity among the group and help the trainers to get acquainted with the names of the participants. The trainer should be able to name each participant by the morning of the second day. In general, first names on the tags is sufficient. Each presenter should also have a name tag.

## Preparation of Handouts and Worksheets

### 1. Introduction to Handouts and Worksheets

Handouts and worksheets are good learning aids. They should be used to supplement a training presentation. The handouts and worksheets can then be used after the workshop to refresh the information presented. Handouts and worksheets must be carefully prepared to avoid confusing the participant.

### 2. Preparation of a Handout

2.1. The handout is usually a written synopsis of the training session it corresponds to. Therefore its purpose must be defined:

- What do you hope to accomplish with the handout?
- Will it be useful to the participant after the workshop?
- Will the handout synthesize or supplement the information presented during the session?

2.2. Once the purpose is identified, an outline should be prepared.

Major headings and their sub-headings should be included.

2.3. Review the outline

- Are all the important points included?
- Is there too much detail?
- Keep the purpose of the handout in mind as you review your outline

2.4. Fill in your outline

- Be brief, concise
- Keep your audience in mind: terminology should be appropriate:

reading level should be appropriate for intended audience

- Use examples to emphasize a point

**2.5. Review your copy**

- Is the sequence of presentation logical?
- Is it interesting to read?
- Is the information clear?
- Is the handout too wordy?

**2.6. Have the handout reviewed**

- By person knowledgeable in field discussed in the handout for accuracy, flow, and overall design
- By a person similar to those that will ultimately utilize the handout, for reading ease and comprehension

**2.7. Make necessary adjustments**

**2.8. Have the handout typed and prepared for use during workshop**

- Heading and sub-headings should be capitalized or underlined
- Underline the major points

**2.9. Obtain feedback on handout from workshop participants for further modifications**

**1. Preparing a Worksheet**

**3.1. Frequently a handout is accompanied by a worksheet. The worksheet gives the participant an opportunity to practice a skill**

and the trainer an opportunity to see how well the participant is able to use the information that has been presented.

**3.2. Define the purpose of the handout**

- What is the specific skill the participant should practice?
- What is the anticipated outcome of the practice?
- Will the practice be worthwhile to the participant once the workshop is over?

**3.3. Prepare your worksheet**

- Items should be specific, with only one possible correct answer
- Item difficulty should be progressive, gradually requiring more information from the user
- Instruction for use of the worksheet should be clear

**3.4. Have the worksheet reviewed/filled in by:**

- Person knowledgeable in the field
- A person similar to those that will ultimately utilize the worksheet

**3.5. Make necessary adjustments**

**3.6. Have handout printed for use during workshops**

**3.7. Obtain feedback from workshop participants for future modifications**

### Training Techniques

The more a trainer presents at training workshops, the more expert she becomes. Each trainer develops her own style and technique. This is very important because this individual approach makes the workshop more interesting, personal and successful. Nonetheless there are some general guidelines that any new trainer should keep in mind both when preparing for a session, as well as during the presentation. These guidelines are listed here for the trainers' convenience. It would be wise for each trainer to add these techniques to her manual as she gains more experience in the program.

#### 1. Getting Started

- 1.1. Start on time. Tardiness can be a major difficulty of your workshop if you are not careful. Be a positive model for the group. Be on time, prepared and ready to start.
- 1.2. Be casual. Too much formality can frighten your participants. Remember that they are primarily paraprofessionals, and not used to formal meetings, etc. Being casual but professional will help the participant feel that you are part of the group.
- 1.3. Be confident. Let the participants know that you are competent and serious. Your workshop is important and you will make it worthwhile to the participant.
- 1.4. Let the participants know that they will have to work hard and that you expect results. Without being threatening, you should make it clear that there will be a lot to learn and that all of you will need to work hard, but that together you will enjoy a good learning experience.

- 1.5. Let the participants know that you value their opinions and judgements. Encourage them to actively participate from the onset of the workshop.
- 1.6. Be careful not to show favoritism toward any one or group of participants. All should be treated equally.
- 1.7. Demonstrate energy and enthusiasm. Make your participants feel that the learning may mean work, but that it will be fun.

## 2. Making the Presentation

- 2.1. Start off where the previous presenter left off. Review what the participants already know and then inform them of how your presentation fits in.
- 2.2. Go Slowly. Do not make the assumption that you are being understood. Verify by asking questions and then go on. Repeat major points using different wording.
- 2.3. Practice. Demonstrate to the participants frequently. Use many examples. Ask participants to give an example using the information you have just presented.
- 2.4. During the presentation, be sure that you:
  - are clear
  - encourage questions
  - are enthusiastic
  - reinforce the participants
  - are maintaining motivation

## 3. Preparing for the Size of the Training Group

While a difficult aspect of your presentation to control, size of the group is an important consideration. Since the information presented at PRONOEI-BH workshops is very specific and is geared toward

**skill acquisition, individual attention for each participant is essential.**

**Rules to remember are:**

- 3.1. Do not overextend yourself. If you will be presenting alone, save practical experience for a later time when you will have help.
- 3.2. A good trainer/participant ratio is 1/10
- 3.3. Enlist the help of the Master Teachers in carrying out activities. Organize them prior to the presentation so that they will know what they will need to do to help.

#### 4. Incorporating Flexibility into the Session

The workshop participants will undoubtedly represent a wide variety of personalities, learning styles, and interests. In order to maintain a positive atmosphere, you will necessarily have to be flexible during the presentation.

##### 4.1. Individual personalities and accommodating them during the workshop.

###### 4.1.1. The quiet non-participator

- be encouraging
- reinforce sincerely any attempt to participate
- try not to sit them in between to "talkies" as they will let the other speak for them
- be non-threatening

###### 4.1.2. The "talker"

- if it is constructive participation, don't inhibit this person
- often other participants will encourage the "talker" to quiet down. This is preferable to your inflicting your authority.

- Preface a training session with a statement such as "We have a lot to accomplish this afternoon so please try to limit your comments. We really need to stay on task"
- If you have a non-stop talker, avoid eye contact with her and avoid giving her the floor when it would be counter-productive to allow her to bring a ramble session
- If necessary, cut in. Be tactful so as not to alienate the participant. Thank her for her input but explain that you must move on.
- Most importantly, be sure that your participants are not quiet or overly talkative because your presentation is either moving too slowly or uninteresting

#### 4.2. Accommodating different learning styles

- The slower learner often benefits from visual experiences. Demonstrate, use the blackboard and many examples that they can relate to their own experience.
- Provide many activities to give this participant practical experiences
- Try to seat this participant beside a strong participant who can help them out
- In group activities, put the participant with a strong participant who will serve as a positive model
- Repeat your information, varying the wording
- If necessary, hold special sessions during which you review problem information with the participants who are having difficulty

- Be positive and reinforcing with these participants during your presentation. Often, once they are encouraged and have found that they too have something worthwhile to contribute to the group, they are more able to self-correct and are more attentive during presentations.

#### 4.2.1. The advanced participant

- The greatest risk with this type of participant is that they become bored
- Match this participant with a weaker participant. Establish them as a team
- Give this participant additional responsibility: running a group practice session, reviewing information presented, etc
- Provide this participant with additional readings related to the presentations
- During a presentation, direct questions at this participant, asking their opinion, or otherwise draw them into discussion to maintain their motivation

### 4.3. Tips on Adult Learning

4.3.1. Adults learn best when they want to learn, feel a need for learning and feel that the information is important, relevant and worth learning. This clearly indicates the need for establishing motivation and maintaining it throughout the workshop.

4.3.2. Adults learn by doing. Research has shown that if an adult practices and continues to use what they have learned, the learning is retained for a greater period of time.

- 4.3.3. Adults benefit and require feedback. Adults appreciate knowing how they are doing and are usually able to accept positive criticism without feeling they are being judged.
- 4.3.4. Adults prefer an informal learning environment. Unlike children who often respond best to a structured and disciplined setting, adults are more able to be responsible for themselves and are self-directed. Adults can be offended if the training environment is over organized for them.
- 4.4. Overall, the trainer must be able to identify the differences that exist among the participants of the workshops and demonstrate flexibility, adjusting the training to the individual needs of each participant so that each may make the most of the training experience, while enjoying it.

## 5. Presentation Methods

### 5.1. The Lecture

- 5.1.1. A lecture is a presentation by which the trainer can directly transfer information to the participants. Often the lecture presentation is accompanied by audio-visual aids. These can be as complex as films and slide-tapes or as simple as charts or using a blackboard.
- 5.1.2. The lecture is most useful when the information to be presented is purely factual or descriptive and completely new to the participants.
- 5.1.3. The lecture should be brief - maximum of 45 minutes
- 5.1.4. For best results, be sure that all of the participants can see and hear clearly
- 5.1.5. A lecture limits participation. Encouraging questions helps overcome this problem and allows the trainer to evaluate the

participants' understanding of the information presented.

## **5.2. Role-Playing**

- 5.2.1.** The role-play is a method by which participants can experience or practice the role of a specific type of individual. It is stepping out of one's own role and into that of another, trying to feel and understand the individual she is playing
- 5.2.2.** Role-playing is a good method for giving the participants an opportunity to practice skills, or for demonstration to the group. It also gives the trainer an opportunity to observe the participants implementing skills, to determine the need for additional training.
- 5.2.3.** When using a role-play, the participants should be given narrowly defined roles. They should be given specific instructions and an understanding of the desired outcomes.
- 5.2.4.** The participants can be divided into small groups, giving each a role to act out. For instance, one can play the role of the Home Teacher, another a parent and another a child. During the role play, each participant should have an opportunity to play each role.
- 5.2.5.** The trainer should observe each group, providing each participant with feedback regarding their enactment of each role as they play it. Feedback should be concrete, focusing in on the skills the participants are trying to develop. This is best accomplished while the role play is in action. The trainer should stop the role-play when she wants to relate an observation or idea, being sure that the participants understand it and then have the enactment continue.

5.2.6. The greatest hazard of the role-play is that it often turns into a game and not taken seriously. The trainer should take care to stress the importance of the activity. During the role-play, the trainer should be attentive to indications that the role-play is losing its impact. While a method that can be fun for the participants, the primary function of the role-play is skill acquisition.

5.2.7. A good way to ensure that the role-play will be on target is for the trainer to model the role-play once. This will help the participants conceptualize the intent of the activity as well as to demonstrate appropriate role behavior.

### 5.3. Small Work Groups

5.3.1. The small work group is a useful method to generate ideas, for problem solving and to stimulate large group discussion.

5.3.2. To prepare for this method, the trainer states a problem, a situation or a question. She may state a series of problems, situations or questions. These statements are usually related to the information presented just prior to the small group. These questions, etc. are then written on large sheets of paper or on the blackboard.

5.3.3. The total group is then divided into smaller groups of no more than 5 participants each. Group size is important: too many people results in weak participation of some individuals while too many groups will complicate the activity when the total group reassembles. Avoid breaking the group into more than 4 small groups.

5.3.4. Each group then works on the solution to the problem, etc. assigned to their group.

- 5.3.5. The trainer must provide some guidelines to each group to help them define the limits of their discussion. One problem may have several ramifications or solutions. Rather than having each group discuss each of these, it is more productive to have each group discuss a different aspect of the problem.
- 5.3.6. A certain time limit must be set and adhered to to ensure success. In general, a period of 10-20 minutes allows enough time for the group to analyze their task and produce suggestions. A selected representative should take notes on all suggestions.
- 5.3.7. Once the small groups have finished, all return to larger groups. One representative will report the suggestions for their group. This consists of simply stating the suggestions while the trainer writes them down for the entire group to see. No discussion should be carried on at this point.
- 5.3.8. After the representatives from each group have reported, the trainer, with the help of the group should group the suggestions into categories.
- 5.3.9. General discussion is then carried out with all participants sharing ideas and points of view. The trainer must be careful to keep the discussion on target. This may mean limiting the amount of time any one idea can be discussed or any one person can speak.
- 5.3.10. To conclude, the trainer reviews the problem and draws together the general conclusions.

#### 5.4. Brainstorming

- 5.4.1. Brainstorming is similar to small work groups. However, rather than breaking into small groups, the entire group treats a problem together.
- 5.4.2. Brainstorming should be used only when the problem, situation or question is specific.
- 5.4.3. The trainer defines the problem narrowly and writes it in view of all the participants. Statements are added to specify the aspect of the problem to be discussed.
- 5.4.4. Participants simply call out their ideas and the key words of the ideas are written down.
- 5.4.5. To avoid alienating any participant, all ideas are recorded, whether they appear relevant or not. There are as many points of view as there are participants.
- 5.4.6. When ideas start becoming repetitive, or there are long pauses in between, the trainer states that no more ideas will be accepted after one minute.
- 5.4.7. Ideas are then categorized and discussed.
- 5.4.8. The trainer finishes the activity by summarizing the problem and drawing general conclusions.

#### 5.5. Individual Practice

- 5.5.1. This method is very useful when it is important that all participants master a particular skill.
- 5.5.2. Each participant is responsible for carrying out a specific task such as filling in a form or evaluating a child.

- 5.5.4. The trainer explains the activity and exactly what is to be accomplished. The participants should be well prepared for the activity before it is carried out. This is especially so when it involves meeting with people who are not involved in the training, such as parents and children.
- 5.5.5. All details for the activity should be worked out in advance by the trainer. For example, if the practice will be going to a home to attempt a home visit, parents must be talked with to get their approval, a date and time must be specified and the participant(s) for each home must be selected, all in advance.
- 5.5.6. It is important that each participant is supervised during the practice. Enroll the help of the Master Teacher to accomplish this. Be sure that the participants who will require more help receive more supervision.
- 5.5.7. Steps should be taken to ensure that neither the families nor the participants are made to feel uncomfortable. Point out that it is a practice session, and that everyone will make some mistakes.
- 5.5.8. In addition to giving individual feedback during the actual practice session, the trainer should discuss her observations with the total group when it reassembles. Both successes and problems should be discussed. This group feedback provides a good opportunity for discussion.

## 6. Training Techniques - General Considerations

- 6.1. Knowledge of the subject matter to be presented is an important basis for the selection of training techniques. The trainer ~~must~~ be completely familiar with the information in order to select appropriate techniques and methods.
- 6.2. Often, trainers will select a specific technique or method because they prefer it without considering whether or not it is relevant to the subject matter of the presentation or the participants. For example, a trainer who uses a handout as the basis of a brainstorming session with a group of participants with poor reading skills has not appropriately considered her group when selecting techniques.
- 6.3. When a choice of techniques exists, it is best to choose that one which will more actively involve the participants.
- 6.4. Rarely is just one method used during a presentation. The trainer may begin her session with a brief lecture, then move into a role-play activity. At some other point during the workshop, she may return to work on an individual practice activity. The combination you choose will depend on the type of information to be presented.
- 6.5. When teaching new skills, the trainer should remember that each participant may develop their own personal method for carrying them out. This is fine, as long as the end result is appropriate, the trainer should encourage these individual differences.
- 6.6. Regardless of the technique or method that the trainer selects to employ, she should strive to use it to encourage a spirit of cooperation among the participants. Since the participants will form work teams once the workshop ends, they will need to learn to cooperate with one another during their pre-service experience.

Activities that would develop a competitive attitude would be counter-productive.

- 6.7. To design a good training session it is necessary to experiment, adapt and invent. None of the chapters contained in this manual would be effective if applied as it appears. The trainer must consider the training situation and the participants in order to be successful.

**CHAPTER IV**

**SAMPLE TRAINING PACKET**

**Sample Training Packet****A note to the trainer:**

This chapter provides the trainer with examples of what may be included in a training packet. The examples begin with Academic Programs and Daily Agendas. Following these, samples of handouts and worksheets are included.

The trainer may initially want to use some of the handouts and worksheets as they appear here. This is fine. However, eventually the trainer will probably choose to develop her own so that they are more closely aligned to her presentation of a certain subject matter. This is better. The handouts and worksheets presented here are only examples. The trainer is encouraged to adapt, modify, delete, and add any information, handout or worksheet as she works toward perfecting her presentations.

PROGRAMACION ACADEMICA DEL ENTRENAMIENTO DE ANIMADORAS DEL PROGRAMA

NO ESCOLARIZADO DE EDUCACION INICIAL CON BASE EL EL HOGAR

V Región de Educación

NEC-14 Quiquijana

Abril 1979

OBJETIVO DEL ENTRENAMIENTO: Capacitar al Personal no profesional (animadoras) en la Teoría y Práctica del Programa No Escolarizado de Educación Inicial con Base en el Hogar (PRONOEI-BH)

OBJETIVO GENERAL	OBJETIVO ESPECIFICO	CONTENIDO	METODOLOGIA	TIEMPO	RESPONSABLE	EVALUACION
1. Informar acerca de la Educación Inicial y <del>PRONOEI</del> -BH	1.1. Presentar la importancia de la Educación Inicial	1.1.1. Importancia 1.1.2. Objetivos de la Educación Inicial  1.1.3. Programas Escolarizados y no Escolarizados  1.1.4. La Estructura Curricular Básica	Exposición  Diálogo	Una hora y media	Doris Vera Hermoza	
	1.2. Informar acerca de PRONOEI-BH	1.2.1. Antecedentes 1.2.2. Fundamentación del Trabajo en el Hogar  1.2.3. Síntesis Histórica del PRONOEI-BH en el Perú	Exposición  Diálogo	dos horas	Craig Loftin	

OBJETIVO GENERAL	OBJETIVO ESPECIFICO	CONTENIDO	METODOLOGIA	TIEMPO	RESPONSABLE	EVALUACION
<b>2. Brindar información básica del desarrollo integral del niño de 0 a 5 años, estimulación y aprestamiento en las tres Areas: Bio-psicomotor, Intelectual y Socioemocional</b>	2.1. Presentar información básica del desarrollo integral del niño de 0 a 5 años.	2.1.1. Desarrollo integral del niño de 0 a 5 años.	Exposición Diálogo	Una Hora y Media	Ruth Cárdenas	<b>Post Examen</b>
	2.2. Presentar información básica del desarrollo del niño en las tres Areas: biosicomotor, intelectual y socioemocional.	2.2.1. Area de Desarrollo Intelectual: -Inteligencia -Desarrollo de la Comunicación -Estimulación -Aprestamiento  2.2.3. Area de Desarrollo Socioemocional: -Estimulación -Aprestamiento -Integración al medio	Exposición  Diálogo	Cinco  Horas	Dagni Sumari  Doris Vera  Craig Loftin  Dagni Sumari	<b>Post Examen</b>

OBJETIVO GENERAL	OBJETIVO ESPECIFICO	CONTENIDO	METODOLOGIA	TIEMPO	RESPONSABLE	EVALUACION
<p>1. Capacitar a las Animadoras en los aspectos técnicos pedagógicos del Programa PROMOEI-BH en forma teórica y práctica.</p>	<p>3.1. Capacitar teórica y prácticamente a las Animadoras en la evaluación del niño.</p>	<p>3.1.1. Importancia de la Evaluación</p> <p>3.1.2. El Pre y el Post-Examen.</p> <p>3.1.3. La Evaluación de Entrada.</p> <p>3.1.4. El uso de la Lista de Objetivos.</p>	<p>Exposición</p> <p>Demostración</p> <p>Práctica</p>	<p>4</p> <p>Horas</p>	<p>Craig Loftin</p>	<p>Post-Examen</p>
	<p>3.2. Capacitar Teórica y prácticamente a las Animadoras en la Programación Curricular</p>	<p>3.2.1. Explicación y Análisis de los documentos curriculares.</p> <p>3.2.2. Selección de objetivos.</p> <p>3.2.3. Adaptación de las actividades a la realidad del niño.</p>	<p>Exposición</p> <p>Demostración</p> <p>Práctica</p>	<p>9</p> <p>Horas</p>	<p>Craig Loftin</p> <p>Ruth Cárdenas</p>	<p>Post-Examen</p>
	<p>3.3. Capacitar teórica y prácticamente a las animadoras</p>	<p>3.3.1. Las actividades permanentes</p> <p>3.3.2. La animadora obtiene el Post Examen</p> <p>3.3.3. La animadora presenta las nuevas actividades.</p>	<p>Exposición</p> <p>Demostración</p> <p>Práctica</p>	<p>7</p> <p>Horas</p>	<p>Ruth Cárdenas</p> <p>Craig Loftin</p>	<p>Post-Examen</p>

OBJETIVO GENERAL	OBJETIVO ESPECIFICO	CONTENIDO	METODOLOGIA	TIEMPO	RESPONSABLE	EVALUACION
		3.3.4. Padre demuestra la actividad 3.3.5. Actividades Permanentes. 3.3.6. La animadora y los PP.FF repasan las actividades.				
	3.4. Capacitar teórica y prácticamente a las animadoras en la organización y tratamiento de los trabajos en grupos en niños.	3.4.1. Procedimientos de las reuniones 3.4.2. Actividad a realizarse durante reuniones grupales. 3.4.3. Participación de los padres de familia en las reuniones.	Exposición Diálogo	Una Hora y Media	Ruth Cárdenas Craig Loftin Dagni Sumari	Post-Examen
4. Capacitar teórica y prácticamente a las Animadoras en las técnicas a emplearse en el proceso de enseñanza-aprendizaje.	4.1. Capacitar a las animadoras en el uso de algunas técnicas de aprendizaje.	4.1.1. La Técnica de Descubrimiento	Exposición Diálogo Práctica	una Hora y Media	Doris Vera	Post-Examen
		4.1.2. El Reforzamiento.	Exposición Diálogo Práctica	Hora y Media	Craig Loftin	Post-Examen

OBJETIVO GENERAL	OBJETIVO ESPECIFICO	CONTENIDO	METODOLOGIA	TIEMPO	RESPONSABLE	EVALUACION
		4.1.3. Ayudas en la Enseñanza Aprendizaje 4.1.4. El Juego 4.1.4. La Conversación 4.1.6. Preguntas convergentes y divergentes	Exposición Diálogo Práctica  Exposición Práctica	Hora y Media  Hora y Media Hora y Media	Craig Loftin  Ruth Cárdenas Doris Vera Ruth Cárdenas	Post Examen
5. Presentar a la animadora la organización y funcionamiento del Programa	5.1. Informar las funciones de la Docente Coordinadora y de las Animadoras en el Programa	5.1.1. Funciones de la Docente Coordinadora. 5.1.2. Funciones de la Animadora	Exposición Diálogo	Hora y Media	Craig Loftin	
	5.2. Capacitar a las Animadoras en el manejo de la documentación del Programa.	5.2.1. Análisis de la Documentación: -Registro de Visitas. -Programación Curricular	Exposición Práctica	Dos Horas		
	5.3. Brindar a las Animadoras información sobre la Capacitación permanente de personal	5.3.1. Reuniones semanales de Informes	Exposición Diálogo	Una hora y Media	Ruth Cárdenas  Craig Loftin	

OBJETIVO GENERAL	OBJETIVO ESPECIFICO	CONTENIDO	METODOLOGIA	TIEMPO	RESPONSABLE	EVALUACION
6. Informar a las Animadoras acerca de la Nutrición, La Higiene y la Salud.	6.1. Presentar Información básica sobre la Nutrición, Higiene y la Salud	6.1.1. La Nutrición 6.1.2. La Higiene 6.1.3. La Salud	Exposición Demostración Exposición Demostración Exposición Demostración	Cuatro Horas Cuatro Horas Cuatro Horas	Marina de Martínez	Post-Examen
7. Capacitar a las Animadoras en la elaboración de material Educativo	7.1. Informar la importancia del empleo del material educativo en el Proceso enseñanza aprendizaje	7.1.1. Importancia del Material Educativo 7.1.2. El Material Concreto 7.1.3. El Material Representativo	Exposición Demostración Práctica	tres Horas	Ruth Cárdenas Doris Vera	
	7.2. Capacitar teórica y prácticamente a las animadoras en la elaboración y aplicación del material educativo	7.2.1. Elaboración del material educativo con recursos de la comunidad 7.2.2. Aplicación de material educativo	Exposición Demostración Práctica	Cinco Horas y media	Ruth Cárdenas Doris Vera Dagní Sumari	Post-Examen
8. Capacitar a las Animadoras en la labor Educativa con los Padres de Familia	8.1. Capacitar a las Animadoras en la labor con los Padres de Familia	8.1.1. Interacción educativa entre la animadora y el Padre de Familia 8.1.2. Participación de los PP. FF. en el programa.	Exposición Diálogo Práctica	Cuatro Horas	Cfaig Loftin Ruth Cárdenas	

OBJETIVO GENERAL	OBJETIVO ESPECIFICO	CONTENIDO	METODOLOGIA	TIEMPO	RESPONSABLE	EVALUACION
		8.1.3. El PP.FF. y la Evaluación de Entrada 8.1.4. El PP.FF. y las visitas al Hogar				
	8.2. Brindar a las Animadoras Información sobre las Reuniones de los Padres de Familia	8.2.1. Objetivo de las reuniones 8.2.2. Organización de las reuniones de los PP.FF.	Exposición Diálogo	Una Hora y Media	Craig Loftin Ruth Cárdenas	

**PROGRAMACIÓN DIARIA DEL ENTRENAMIENTO  
DEL PROGRAMA NO ESCOLARIZADO DE EDUCA-  
CION INICIAL CON BASE EN EL HOGAR**

Región de Educación - Cuzco  
NEC No. 14 de Quiquijana  
1979

<u>FECHA</u>	<u>HORA</u>	<u>TEMA</u>	<u>RESPONSABLE</u>
Lunes 30 de abril	8.30 a 9.00	Palabras de Bienvenida	Alfonso Bravo
	9.00 a 9.30	Introducciones	
	9.30 a 10.00	El Entrenamiento	Craig Loftin
		- Propósitos	
		- Reglas	
	10.00 a 10.30	Introducción General al PRONOEI-BH	Craig Loftin
	10.30 a 12.00	La Educación Inicial	Doris Vera Hermosa
		- Importancia de la Educación Inicial	
		- Objetivos	
		- Programas Escolarizados y no Escolarizados	
	12.00 a 1.00	Almuerzo	
	1.00 a 2.30	El Programa PRONOEI-BH	Craig Loftin
		- Antecedentes	
		- Fundamentación del Trabajo en el Hogar	
		- Síntesis Histórica del PRONOEI-BH en el Perú	
		- El Modelo del Programa PRONOEI-BH	
	2.30 a 2.45	Descanso	
	2.45 a 3.30	La Función Básica de la Animadora	Ruth Cárdenas
	3.30 a 4.00	Repaso	

<u>FECHA</u>	<u>HORA</u>	<u>TEMA</u>	<u>RESPONSABLE</u>
Martes 1° de mayo	8.30 a 9.00	Repaso del Modelo	Craig Loftin
	9.00 a 9.30	La Identificación del Niño	Craig Loftin
	9.30 a 10.30	La Evaluación del Niño - La Importancia de la Evaluación - El Pre y Post-Examen	Docente Coordinadoras
	10.30 a 10.45	Descanso	
	10.45 a 12.00	La Evaluación de Entrada Uso de la Lista de Objetivos	Craig Loftin
	12.00 a 1.00	Almuerzo	
	1.00 a 2.30	La Lista de Objetivos - Análisis del Documento - Análisis de los Objetivos	Docentes Coordinadoras
	2.30 a 2.45	Descanso	
	2.45 a 4.00	Análisis de los Objetivos	Docentes Coordinadoras
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Miércoles 2 de mayo	8.30 a 9.00	Repaso General	Ruth Cárdenas
	9.00 a 10.30	El Desarrollo Integral del Niño de 0 a 5 Años	
	10.30 a 10.45	Descanso	
	10.45 a 12.00	La Estructura Curricular Básica de Educación Inicial PRONOEI-BH	Doris Vera Hermoza
	12.00 a 1.00	Almuerzo	
	1.00 a 2.30	Práctica en el Uso de la Lista de Objetivos	

2.30 a 2.45	Descanso	
2.45 a 4.00	Interpretación de los Resultados de la Evaluación de Entrada	Craig Loftin

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<u>FECHA</u>	<u>HORA</u>	<u>TEMA</u>	<u>RESPONSABLE</u>
Jueves 3 de mayo	8.30 a 9.00	Repaso General	Ruth Cárdenas
	9.00 a 10.30	Desarrollo del Niño Area de Desarrollo Bio- psicomotor - Estimulación - Aprestamiento	Dagni Sumari
	10.30 a 10.45	Descanso	
	10.45 a 12.00	La Programación Curricular - Selección de Objetivos - Documentación - Adaptación de las Activi- dades a la realidad del niño	Craig Loftin
	12.00 a 1.00	Almuerzo	
	1.00 a 2.30	El Fichero de Actividades - Análisis del Documento - Análisis de las Fichas de Actividades	Ruth Cárdenas
	2.30 a 2.45	Descanso	
	2.45 a 4.00	Análisis de las Fichas de Actividades	Docentes Coordinadoras

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<u>FECHA</u>	<u>HORA</u>	<u>TEMA</u>	<u>RESPONSABLE</u>
Viernes 4 de mayo	8.30 a 9.00	Repaso General	Doris Vera Herózoa

<u>FECHA</u>	<u>HORA</u>	<u>TEMA</u>	<u>RESPONSABLE</u>
	9.00 a 10.15	Desarrollo del Niño Area de Desarrollo Intelectual - La Inteligencia - El Desarrollo de la Comunicación	
	10.15 a 10.30	Descanso	
	10.30 a 12.00	Estimulación Aprestamiento	
	12.00 a 1.00	Almuerzo	
	1.00 a 2.30	Técnicas de Enseñanza - El Descubrimiento	Doris Vera Hermoza
	2.30 a 2.45	Descanso	
	2.45 a 4.00	El Proceso de Enseñanza en el Hogar - Actividades Preliminares - La Animadora realiza el Post-Examen - La Animadora presenta las Nuevas Actividades - El Padre Demuestra la Actividad - Actividades Permanentes y frecuentes - El Padre y la Animadora re- pasan las actividades	Craig Loftin

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<u>FECHA</u>	<u>HORA</u>	<u>TEMA</u>	<u>RESPONSABLE</u>
Lunes 7 de mayo	8.30 a 9.00	Repaso General	Ruth Cárdenas
	9.00 a 10.30	Desarrollo del Niño Area del Desarrollo Soc emocional - Estimulación - Aprestamiento - Integración al Medio	Dagní Sumari

<u>FECHA</u>	<u>HORA</u>	<u>TEMA</u>	<u>RESPONSABLE</u>
	10.30 a 10.45	Descanso	
	10.45 a 12.00	El Proceso de la Enseñanza en el Hogar - Análisis de las Actividades Preliminares - Análisis de las Actividades Permanentes/frecuentes	Ruth Cárdenas Craig Loftin
	12.00 a 1.00	Almuerzo	
	1.00 a 1.30	El Proceso de la Enseñanza en el Hogar - Repaso de los Pasos a Seguir	Craig Loftin
	1.30 a 2.30	Análisis de las Fichas	Docentes Coordinadoras
	2.30 a 2.45	Descanso	
	2.45 a 4.00	El Reforzamiento	Craig Loftin

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<u>FECHA</u>	<u>HORA</u>	<u>TEMA</u>	<u>RESPONSABLE</u>
Martes 8 de mayo	8.30 a 9.00	Repaso General	Craig Loftin
	9.00 a 10.30	Práctica del Proceso de Enseñanza en el Hogar	
	10.30 a 10.45	Descanso	
	10.45 a 12.00	Técnicas de Enseñanza	Craig Loftin
	12.00 a 1.00	Almuerzo	
	1.00 a 2.30	Práctica de la Conversación Preguntas Convergentes y divergentes	Ruth Cárdenas
	2.30 a 2.45	Descanso	
	2.45 a 4.00	Análisis de Fichas de Actividades	Docentes Coordinadoras

<u>FECHA</u>	<u>HORA</u>	<u>TEMA</u>	<u>RESPONSABLE</u>	
Miércoles 9 de mayo	8.30 a 9.00	Repaso General	Craig Loftin	
	9.00 a 10.30	Trabajando con el Padre de Familia		
		- El Papel del Padre de Familia en el Programa	Ruth Cárdenas	
		- Interacción Educativa entre la Animadora y los Padres de Familia		
		- Juego de Roles		
		10.30 a 10.45	Descanso	
		10.45 a 12.00	El Padre de Familia y la Evaluación de Entrada	
			El Padre de Familia y las Visitas al Hogar	
		12.00 a 1.00	Almuerzo	
		1.00 a 2.30	Práctica en el Proceso de Enseñanza en el Hogar	
			- Aplicación de las Técnicas de Enseñanza	
		2.30 a 2.45	Descanso	
		2.45 a 4.00	Las Reuniones Semanales de Informes	
		- Procedimientos	Ruth Cárdenas	
		- Responsabilidades de la Docente Coordinadora		
		- Responsabilidad de la Animadora	Dagní Sumari	
		- El Entrenamiento en Proceso		
		- Documentación		
		- Programación Curricular		
		- Registro de Visitas		

<u>FECHA</u>	<u>HORA</u>	<u>TEMA</u>	<u>RESPONSABLE</u>
Jueves 10 de mayo	8.30 a 9.00	Repaso General	Ruth Cárdenas
	9.00 a 10.30	Las Reuniones de los Niños	
		- Procedimientos	
		- Organización	
		- Participación de los Padres de Familia en las Reuniones	
	10.30 a 10.45	Descanso	
	10.45 a 12.00	Análisis de las Actividades a realizar durante las reuniones de los niños	
12.00 a 1.00	Almuerzo		
1.00 a 2.00	Reuniones de los Padres de Familia		
		- Propósito	
		- Procedimientos	
		- Organización	
2.00 a 4.00	Análisis de las Actividades des- tinadas a los Padres de Familia		

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<u>FECHA</u>	<u>HORA</u>	<u>TEMA</u>	<u>RESPONSABLE</u>
Viernes 11 de mayo	8.30 a 9.30	Repaso General	
	9.30 a 10.30	Práctica en el Modelo	
	10.30 a 10.45	Descanso	
	10.45 a 12.00	La Programación Curricular	
	12.00 a 1.00	Almuerzo	
	1.00 a 2.30	El Proceso de la Enseñanza en el Hogar	
	2.30 a 2.45	Descanso	
	2.45 a 4.00	La Reunión Semanal de Informes	

<u>FECHA</u>	<u>HORA</u>	<u>TEMA</u>	<u>RESPONSABLE</u>
Lunes 14 de mayo	8.30 a 9.00	Repaso General	
	9.00 a 12.00	Nutrición	Marina de Martínez
	12.00 a 1.00	Almuerzo	
	1.00 a 2.30	Material Educativo	Ruth Cárdenas
		- Importancia del Material Educativo	Doris Vera Hermoza
	2.30 a 2.45	Descanso	
	2.45 a 4.00	Material Educativo	
		- El Material Concreto	
		- El Material Representativo	

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<u>FECHA</u>	<u>HORA</u>	<u>TEMA</u>	<u>RESPONSABLE</u>
Martes 15 de mayo	8.30 a 9.00	Repaso General	
	9.00 a 12.00	Salud	Marina de Martínez
		- Relación de Vacunas	
		- Tratamiento de pequeñas heridas	
		- Servicios de la Posta Sanitaria	
		- Enfermedades comunes y Como Evitarlas	
	12.00 a 1.00	Almuerzo	
	1.00 a 2.30	Elaboración de Material Educativo	Ruth Cárdenas
	2.30 a 2.45	Descanso	
	2.45 a 4.00	Aplicación de Material Educativo	Doris Vera Hermoza

<u>FECHA</u>	<u>HORA</u>	<u>TEMA</u>	<u>RESPONSABLE</u>
Miércoles 16 de mayo	8.30 a 9.00	Repaso General	
	9.00 a 12.00	Higiene - El Aseo Personal - La Higiene Ambiental - Contaminación Ambiental - Dónde realizar las Necesidades (orinar y ensuciar)	Marina de Martínez
	12.00 a 1.00	Almuerzo	
	1.00 a 2.30	Análisis de Fichas de Actividades	Ruth Cárdenas
	2.30 a 2.45	Descanso	
	2.45 a 4.00	Elaboración de Material Educativo	Doris Vera Hermoza

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<u>FECHA</u>	<u>HORA</u>	<u>TEMA</u>	<u>RESPONSABLE</u>
Jueves 17 de mayo	8.30 a 9.00	Repaso General	Marina de Martínez
	9.00 a 12.00	Demostración y Práctica en la Preparación de Alimentos y la Higiene Alimenticia	
	12.00 a 1.00	Almuerzo	
	1.00 a 2.30	Aplicación del Material Educativo	Ruth Cárdenas
	2.30 a 2.45	Descanso	
	2.45 a 4.00	Análisis de Fichas de Actividades	Doris Vera Hermoza

<u>FECHA</u>	<u>HORA</u>	<u>TEMA</u>	<u>RESPONSABLE</u>
Viernes 18 de mayo	8.30 a 10.30	Repaso General del Proce- dimiento y Metodología del PRONOEI-BH	
	10.30 a 10.45	Descanso	
	10.45 a 12.00	Organización del Trabajo durante las primeras semanas	
	12.00 a 1.00	Almuerzo	
	1.00	Evaluación del Entrenamiento y los Participantes	

CLAUSURA

POST-EXAMEN

**INSTRUCCIONES:** Lea cuidadosamente las siguientes preguntas. Después seleccione una sola respuesta y márquela con aspa.

Ejemplo: El color de las hojas de eucalipto es:

- a. Negro
- b. Azul
- X c. Verde
- d. Rojo

La respuesta correcta es verde, pues "c. verde" está marcado con una aspa.

1. El Area Biopsicomotor está relacionado con:
  - a. El relacionarse con los demás
  - b. La inteligencia
  - c. El desarrollo del cuerpo del niño
  - d. El lenguaje
2. El Area Intelectual está relacionado con:
  - a. La nutrición del niño
  - b. El lenguaje y la inteligencia del niño
  - c. El relacionarse con las demás
  - d. El aprender como saltar en dos pies
3. La Evaluación del niño en el PRONOEI-BH es importante porque nos indica:
  - a. Si el niño es inteligente o no
  - b. Si el niño debe participar en el PRONOEI-BH o no
  - c. Está atrasado en su desarrollo
  - d. Las cosas que el niño puede hacer y las cosas que no puede hacer
4. Durante la Evaluación de Entrada, si un niño tiene 4 años, comenzamos la evaluación a los :
  - a. 3 años
  - b. 4 años
  - c. 5 años
  - d. 2 años
5. Para preparar las actividades que le vamos a enseñar al niño, usamos:
  - a. La Lista de Objetivos
  - b. El Fichero de Actividades
  - c. La Estructura Curricular
  - d. El Registro de Visitas
6. La Programación Curricular es el paso del modelo durante el cual:
  - a. Evaluamos a los niños
  - b. Enseñamos a los niños
  - c. Informamos a la Docente Coordinadora
  - d. Preparamos las Actividades y Materiales

7. Le enseñamos a los niños las actividades durante:
  - a. La Evaluación de Entrada
  - b. Los Informes
  - c. El Proceso de Enseñanza en el hogar
  - d. La Programación Curricular
  
8. Cuando le damos al niño la oportunidad de manipular, observar, experimentar y comunicar, estamos aplicando la técnica de:
  - a. Descubrimiento
  - b. Reforzamiento
  - c. Ayudas
  - d. Preguntas convergentes
  
9. Cuando el niño realiza muy bien una tarea y le felicitamos, explicándole lo que hizo muy bien, estamos aplicando la técnica de:
  - a. Descubrimiento
  - b. Reforzamiento
  - c. Ayudas
  - d. Preguntas convergentes
  
10. La ayuda que no usamos en Actividades del Area Intelectual es
  - a. Ayuda Verbal
  - b. Ayuda Visual
  - c. Ayuda Física
  - d. Preguntas Convergentes y Divergentes
  
11. Una pregunta que permite una sola respuesta específica - (por ejemplo: "¿Juanito, de qué color es tu chompa?") es una pregunta:
  - a. Convergente
  - b. Divergente
  - c. Difícil
  - d. Incompleta
  
12. El maestro principal de los niños en el PRONOEI-BH es:
  - a. La Docente Coordinadora
  - b. Los padres de familia
  - c. La Animadora
  - d. El dirigente de la comunidad
  
13. El Area Socio-emocional está relacionado con:
  - a. El desarrollo del cuerpo del niño
  - b. La inteligencia del niño
  - c. La higiene
  - d. La habilidad de relacionarse con los demás
  
14. Cuando seleccionamos objetivos para enseñarle al niño, siempre:
  - a. Le enseñamos las cosas que ya puede hacer
  - b. Le enseñamos de lo más fácil a lo más difícil
  - c. Le enseñamos los colores primero
  - d. Le enseñamos de lo más difícil a lo más fácil

15. El PROMONI-EM es un programa de Educación Inicial tipo:
- Jardín
  - Cuna
  - No escolarizado
  - Para niños de 0 a 3 años de edad
16. Cuando un niño tiene dificultad al recordar el nombre del color rojo, y le decimos " RRR..." le estamos proporcionando una:
- Ayuda visual
  - Ayuda física
  - Ayuda verbal
  - Reforsamiento

## AÑO DE NUESTROS HEROES DE LA GUERRA DEL PACIFICO

MINISTERIO DE EDUCACION  
 I.N.I.D.E.  
 SUB-DIRECCION DE INVESTIGACIONES  
 TAREA 30.31.07  
 MAYO. 1979

PROGRAMA NO ESCOLARIZADO  
 EDUCACION INICIAL  
 CON BASE EN EL HOGAR

## LOS NIÑOS APRENDEN LO QUE VIVEN

- Si un niño vive criticado  
aprende a condenar
- Si un niño vive con hostilidad  
aprende a pelear
- Si un niño vive avergonzado  
aprende sentirse culpable
- Si un niño vive con tolerancia  
aprende a ser tolerante
- Si un niño vive con estímulo  
aprende a confiar
- Si un niño vive apreciado  
aprende a apreciar
- Si un niño vive con seguridad  
aprende a tener fe
- Si un niño vive con equidad  
aprende a ser justo
- Si un niño vive con aprobación  
aprende a quererse
- Si un niño vive con aceptación y amistad  
aprende a hallar amor en el mundo

Cualquiera sea su origen

El Niño es un Hoy

Y no puede esperar,

De él depende

El Mañana

Colaboremos por un Mundo mejor.

(PROJECI-BH).

Es necesario querer a estas criaturas tal como son.

Cuando se ama a un ser, se lo ama tal como es.

Como un padre que enseña a nadar a su hijo en la corriente del río.

Y que participa de dos sentimientos.

Por un lado, si lo sostiene siempre y demasiado,

El niño se confundirá y nunca aprenderá a nadar.

Por otro, si no lo sostiene en el momento preciso,  
el niño beberá un mal trago.

Ch. Pégny

## MADRE, ACEPTAME

Ay madre no maldigas la hora  
 en que yo nací  
 Porque todo lo que tengo lo he  
 recibido de tí  
 mi color mi cabello  
 Ay, cesa no llores más, canta una  
 canción para mí.  
 Aquella la canción de aquel momento  
 en que fuimos uno,  
 De aquel instante en que yo estuve  
 debajo de tu corazón  
 ¿O es que la has olvidado ya?  
 Preguntale a papá, él la ha de  
 recordar.  
 Tiempo de sobra hay para llorar  
 Salgamos para de' cálido sol  
 y poder disfrutar  
 Muéstrame los pájaros y las cabras  
 Ay, con lástima no me debes mirar  
 cuando a otros niños veas jugar,  
 ni sientas vergüenza cuando alguien  
 nos venga a visitar  
 Ruega por mi alma, porque yo  
 no puedo hacerlo por mí  
 Quien sabe cuan hermosa la vida  
 de tu hijo ha de ser después de esta  
 Breve muestra tristeza ha de ser  
 Ay, madre no llores más canta  
 una canción para mí.

Programa No Escolarizado  
de Educación Inicial  
con Base en el Hogar

Hoja de Trabajo

1.- Describe en pocas palabras cómo es tu comunidad.

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2.- Describe lo que hace un niño durante :

La mañana :

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Tarde :

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Noche :

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3.- Describe lo que hace una Madre de Familia durante :

La mañana :

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Tarde :

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Noche :

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3.- Con tú colaboración cómo crees que podrias ayudar a un niño en su hogar.

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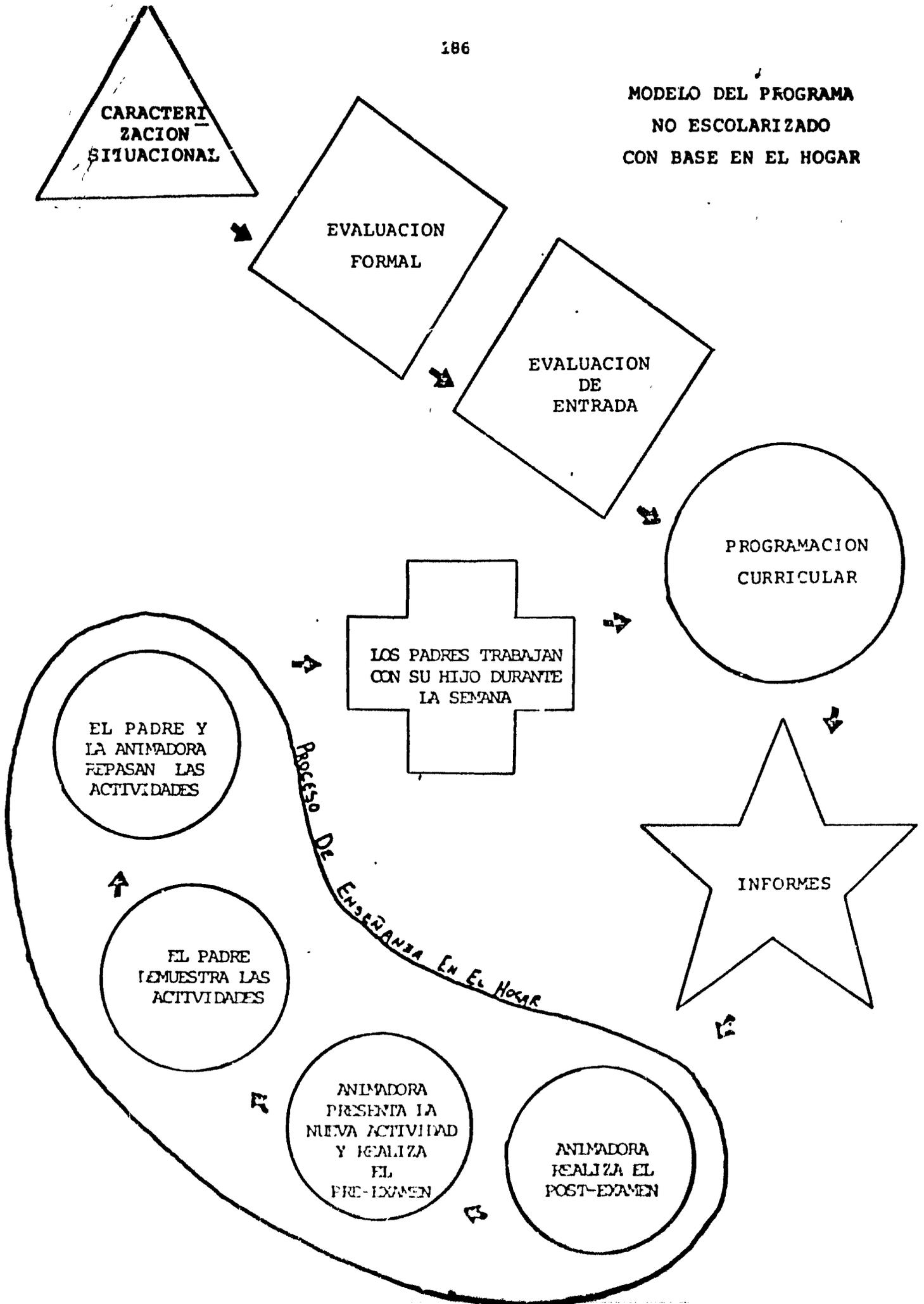
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MODELO DEL PROGRAMA  
NO ESCOLARIZADO  
CON BASE EN EL HOGAR



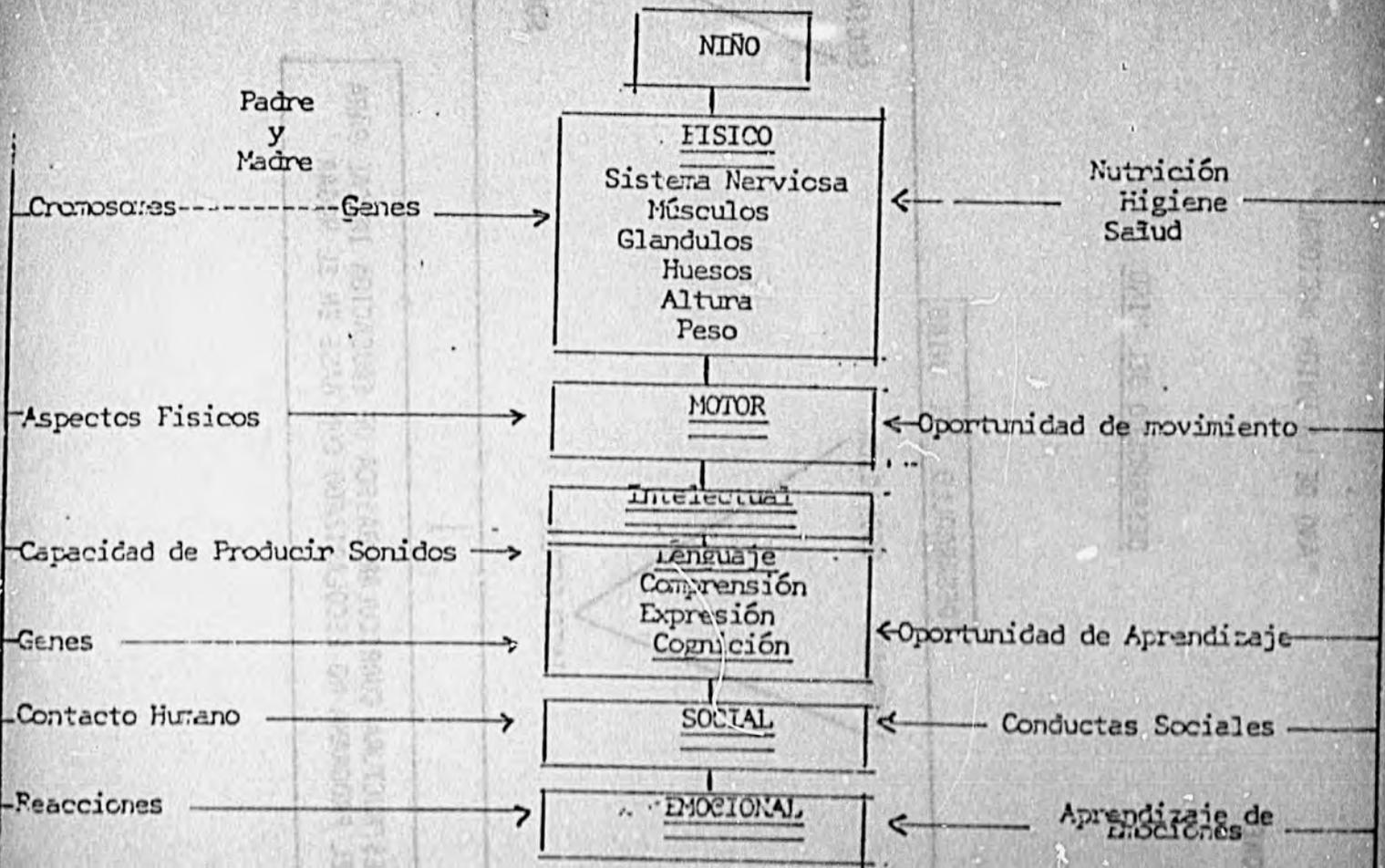
DESARROLLO DEL NIÑO

HERENCIA

(Cabellos lisos; Ojos cafés;  
 Nariz fina; Manos largos; Es-  
 tatura alta; etc.)

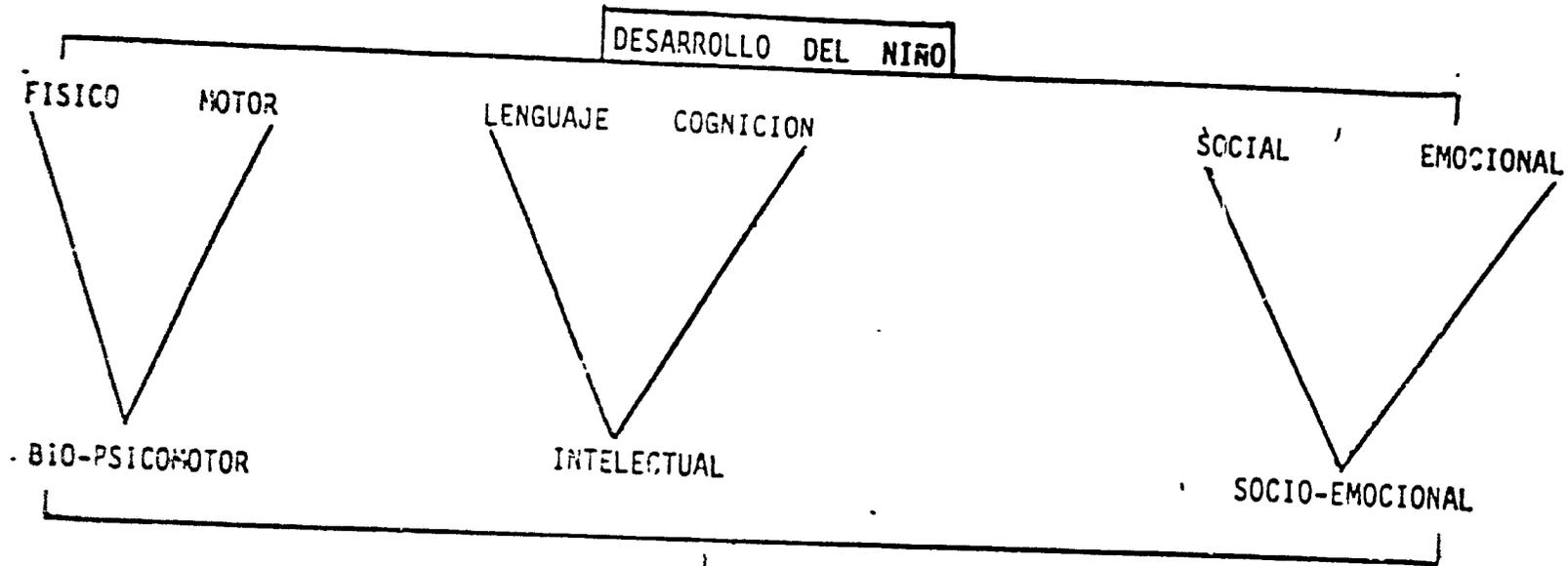
MEDIO AMBIENTE

(Comer con palitos; Sentarse  
 en silla; Jugar futbol; Hervir  
 el agua para beber; etc.)



TAREA 30.16.12  
NOV. 1977

DESARROLLO DEL NIÑO



ESTRUCTURA CURRICULAR BASICA DE EDUCACION INICIAL PARA  
EL PROGRAMA NO ESCOLARIZADO CON BASE EN EL HOGAR

PROGRAMA NO ESCOLARIZADO DE EDUCACION INICIAL  
CON BASE EN EL HOGAR

El siguiente cuadro ha sido adaptado de N.R. Halmowitz (1973), Shirley (1933), Lenneberg (1967) y Smart y Smart (1973). Aunque estas son las edades promedio para la adquisición de las diferentes habilidades, existe un margen considerable entre los bebés para alcanzar cada nuevo nivel de destreza. Por lo tanto, estas normas no deben tomarse como absolutas. Sin embargo, el orden en la adquisición de destrezas es altamente constante entre todos los bebés de nuestra cultura.

Nacimiento	<p>El comportamiento motor es altamente variable y pasajero.</p> <p>La vigilia no se diferencia marcadamente del sueño.</p> <p>El bebé no se queda en una posición por mucho tiempo.</p> <p>Muestra conductas reflejas.</p> <p>Voltea la cabeza de un lado para otro mientras está acostado boca arriba, levanta la cabeza por poco tiempo cuando está boca abajo pero la deja caer cuando no tiene apoyo.</p>
1 mes	<p>La cabeza todavía no se sostiene por sí sola.</p> <p>Mira fijamente a su alrededor.</p> <p>Empieza a seguir con la mirada.</p> <p>Levanta el mentón cuando está boca abajo.</p>
2 meses	<p>Levanta el tórax.</p> <p>Mantiene la cabeza erguida cuando se le sostiene.</p>
3 meses	<p>Sienta los pies cuando se le sostiene erguido.</p> <p>Sostiene la cabeza erguida y estable.</p> <p>Trata de alcanzar la pelota pero no lo logra.</p> <p>Cuando está de lado se volta hasta quedar boca arriba.</p>
4 meses	<p>La cabeza es estable y autosostenida; puede levantarla cuando está boca abajo y la mantiene estable mientras se lo sostiene.</p> <p>Abre y cierra las manos.</p> <p>Trata de alcanzar los objetos que están cerca pero todavía no logra agarrarlos muy bien.</p> <p>Contempla los objetos que sostiene en la mano.</p> <p>Reconoce el biberón.</p> <p>Sus ojos siguen objetos más distantes.</p> <p>Juega con las manos y la ropa.</p> <p>Sostiene el tórax.</p> <p>Hace sonar y mira fijamente el sonajero que le colocan en la mano.</p> <p>Se sienta con ayuda.</p>
5 meses	<p>Se sienta en el regazo.</p> <p>Agarra los objetos.</p> <p>Se pone de lado estando boca arriba (no en forma accidental).</p>
6 meses	<p>Cuando está sentado, se dobla hacia adelante y usa las manos como apoyo.</p> <p>Puede soportar el peso cuando se le pone de pies, para</p>

//...

- aún no puede pararse agarrándose de algo.  
 Alcanza objetos con una mano.  
 Todavía no hay aposición del pulgar cuando agarra.  
 Puede pasar los objetos de una mano a la otra.  
 Suelta el cubo que sostienen en la mano cuando se le da otro.
- 7 meses**  
 Se sienta solo, sin apoyo, por un momento.  
 Levanta la cabeza.  
 Intenta arrastrarse.  
 Estando boca abajo, de la vuelta y queda boca arriba.
- 8 meses**  
 Se para con ayuda.  
 Se arrastra (con el abdomen en el suelo, los brazos tiran del cuerpo y las piernas).  
 Incluye el pulgar en el movimiento de los dedos.
- 10 meses**  
 Gatea con manos y pies (el tronco libre; los brazos y piernas se alternan).  
 Se sienta fácilmente.  
 Es capaz de pararse.  
 Puede poner un objeto encima de otro.
- 12 meses**  
 Camina con apoyo.  
 Puede sentarse solo en el piso.
- 13 meses**  
 Sube los peldaños de la escalera.  
 Se sienta.
- 14 meses**  
 Se para solo.
- 15 meses**  
 Camina solo.
- 18 meses**  
 Corre torpemente; se cae mucho.  
 Puede construir una torre con dos o tres objetos.  
 Puede halar y empujar juguetes.  
 Las acciones de alcanza, agarrar y asir están totalmente desarrolladas.
- 2 años**  
 Camina bien.  
 Corre bastante bien, con amplitud en el paso.  
 Patea una pelota grande.  
 Sube y baja las escaleras solo.  
 Construye una torre de tres objetos.  
 Salta 30 cm.  
 Voltea las páginas de un libro, una por una.
- 2 1/2 años**  
 Salta con los dos pies.  
 Se para en un pie durante dos segundos más o menos.  
 Da unos pocos pasos en las puntas del pie.  
 Salta desde una silla.  
 Tiene buena coordinación mano-dedos.  
 Puede mover los dedos independientemente.  
 Construye torre de cinco bloques.

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**3 años**

Se para en un pie.  
Monta en triciclo.  
Dibuja círculos.  
Puede servir de una jarra.  
Sabe abotonar y desabotonar.  
Camina en las puntas del pie.  
Tienen buena manipulación de los objetos.  
Puede construir una torre de seis cubos.  
Corre fácilmente.  
Sube y baja las escaleras alternando los pies.

**SICOLOGIA DEL DESARROLLO****-DIANE E. PAPALIA****-SALLY WENDKOS OLDS.**

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**PROGRAMA NO ESCOLARIZADO DE EDUCACION INICIAL**  
**CON BASE EN EL HOGAR**

DESARROLLO DE LENGUAJE EN EL NIÑO

EDAD	LENGUAJE EXPRESIVO	LENGUAJE RECEPTIVO
0-1	<u>Pre-lenguaje</u> llora-balbucea contactos visuales	escucha sonidos responde con gestos.
1-2	<u>Palabras sueltas o solas</u> Usa 1 a 3 palabras (12 meses) 10/15 a los (15 meses) 15/20 a los (18 meses) y cerca de 100-200 a - los 2 años. Conoce nombre de objetos que usa. Nombra personas ecolalia.	comienza a relacionar objetos con su signifi- ficado. Acepta comentarios. Responde cuando se le dice "dame eso" "sien- tate" "paráte" Comprende preguntas sen- cillas y puede recono- cer 120-250 palabras.
2-3	<u>2 palabras con sentido</u> Vocabulario se incremen- ta de 300 a 500 palabras. Usa generalmente frases de 2 palabras "quiero papa" "toma mamá".	Rápido incremento en comprensión de voca- bulario que puede al- canzar hasta 800 pala- bras. Responde a ór- denes y puede reconocer ubicaciones de posición debajo, encima y decir que contenga 2 acciones relacionadas "come rá- pido" "estate quieto" "come despacio".
3-4	<u>Frases 3/4 palabras</u> Utiliza de 600 a 1000 y se hace más conciente del lenguaje. Emplea frases combinando 3 ó 4 palabras. Emplea adje- tivos, artículos, esen- cialmente el yo, canta soliloquio. Preguntó constantemente.	Comprende hasta 1500 palabras a los 4 años. Responde a preguntas simples. Reconoce plu- rales y oraciones más complejas.

//...

EDAD

LENGUAJE  
EXPRESIVOLENGUAJE  
RECEPTIVO

4-5

Expansión y Generalización

Su vocabulario se incrementa 1000-1600 palabras, Inicia oraciones simples. Preguntas con sentido lógico y secuencia. Utiliza - bien los adjetivos, preposiciones, plurales y la pronunciación es clara. Puede utilizar pasado y futuro.

Comprende 1500 a 2000 palabras, Entiende órdenes más complejas - con 2 ó 3 acciones - conjuntas. Comprende explicaciones con uso del porque...cuando... si... entras...

### CARACTERISTICAS DEL DESARROLLO DEL NIÑO

1. El desarrollo es semejante en todos los niños, se ajustan a un patrón semejante de desarrollo en el que cada fase desemboca en la siguiente.
2. El desarrollo pasa de las respuestas generales a las específicas (Ejemplo: el niño agita sus brazos en movimientos generales antes de ser capaz de una respuesta tan específica como agarrar).
3. El desarrollo es continuo. El desarrollo es continuo desde el momento de la concepción hasta la muerte, pero se produce con velocidades diferentes.  
Como el desarrollo es continuo lo que ocurre en una fase tiene influencia sobre la fase siguiente.
4. El desarrollo se produce con velocidades diferentes. (El niño crece mucho el primer año de vida y menos los siguientes).
5. El desarrollo puede desviarse.  
El desarrollo está influido por el medio ambiente y por los potenciales hereditarios, las condiciones ambientales desfavorables pueden alterar el patrón predecible de modo temporal o permanente. Ejemplo: si se interfiere con el desarrollo fetal (rayos X, medicamentos), mal nutrición, privación emocional, falta de incentivos para aprender y otros factores, pueden alterar la velocidad normal.
6. Cada individuo es único.  
No podemos esperar la misma conducta en todos los niños.
7. Todos los aspectos del desarrollo del niño: Bio-Psicomotor, Intelectual, Socio-Emocional, están interrelacionados.

**PROGRAMA NO ESCOLARIZADO DE EDUCACION INICIAL  
CON BASE EN EL HOGAR**

**DESARROLLO INFANTIL**

A continuación presentamos una lista de aspectos que deben tenerse en cuenta al trabajar con niños pequeños.

- 1.- El desarrollo infantil se da como un proceso integrado.
- 2.- Los factores más importantes se dan en dos líneas:  
Herencia (raza, color, cabello, etc.); y  
Ambiente (influencias externas).
- 3.- Todo el desarrollo se da en forma ordenada y sigue una secuencia, de modo que ciertas conductas favorecen el logro de otras.
- 4.- Va de lo simple a lo complejo (cuando más avanza el niño en su desarrollo más complicadas las interacciones que se establecen).
- 5.- El niño es un ser biológico-psicológico, social. Este enfoque permitirá utilizar todos los elementos que intervienen en el desarrollo infantil.
- 6.- La separación en áreas: bio-psicomotor, intelectual y socioemocional se hace con fines didácticos, pero se debe recordar la primera nota - que el desarrollo es algo completo e integrado.
- 7.- La nutrición es un elemento de suma importancia que condiciona el desarrollo intelectual y el físico.
- 8.- La familia tiene una fuerza condicionada y grande dentro del desarrollo, es ella la que a través de la estimulación brindada puede favorecer o retrasar el desarrollo del niño.
- 9.- En los primeros cinco años de vida del ser humano se producen los cambios y desarrollos más intensos que gobernará el desenvolvimiento futuro del niño, se asegura que el 50% del desarrollo intelectual tiene lugar en este período.
- 10.- Las experiencias tempranas ó exposición del niño a la exploración, manipulación y todo contacto con personas, objetos, lugares etc, son de vital importancia en esta etapa.
- 11.- Muchos padres piensan que nada sucede en bebé y mientras este se encuentre bien abrigadito y bien alimentado, y cuanto más tranquilo esté; mejor

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esto es falso porque ya sabemos que los más importantes procesos se están desarrollando en esta etapa.

- 12.- La relación armoniosa entre padres e hijos es básico para el desarrollo de su personalidad, esencialmente en una primera etapa el contacto materno es decisivo. De estas relaciones empezará el niño a percibir el mundo con características determinadas.
- 13.- El hablar al niño desde edades tempranas es positivo para su contacto con los demás y para el desarrollo del lenguaje. Nunca se dirá que el tiempo es perdido si se le habla desde pequeño aún cuando el niño no entiende o no responde.
- 14.- Los patrones de crianza estables entre padre y madre favorecen la formación de aspectos básicos en el niño, el cual va aprendiendo que aspectos de su propia conducta son o no aceptados y que permiten o no sus padres.
- 15.- Los medios de comunicación masiva (radio, televisión, periódicos) tienen una acción vital que puede ser positiva ó negativa de acuerdo a la calidad del estímulo que se les brinde.
- 16.- La comunidad y la escuela son elementos que adquieren gran valor dentro del desarrollo del niño, transmitiéndole valores y ayudándolo a que se relacione con los demás participando cooperadamente e integrándose activamente al medio.
- 17.- El rol de los padres es fundamental; ellos serán los responsables de acelerar, favorecer o retardar el potencial de sus niños de acuerdo al grado y tipo de participación que ellos tengan en la educación de sus hijos.

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PROGRAMA NO ESCOLARIZADO DE EDUCACION INICIAL  
CON BASE EN EL HOGAR

HOJA DE TRABAJO

1.-¿Qué aspectos son importante para el desarrollo del niño?

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2.-¿A que áreas corresponden las siguientes acciones? (Bio-Psicomotor, Inteltoal; socio-emocional).

	Area
a- Corta líneas rectas	_____
b- Patea una pelota	_____
c- Reconoce los símbolos de la patria	_____
d- Identifica sonidos de la naturaleza	_____
e- Relata cuentos	_____
f- Ayuda a su mamá a las tareas de la casa	_____
g- Salta soga	_____
h- construye torres	_____
i- Reconoce colores y formas	_____
j- Agrupa objetos de acuerdo al tamaño	_____

3.- Indique que es más fácil para el niño; ponga un aspa en cada línea.

a- Patear una pelota _____	ó	b- Recibe la pelota con _____ ambas manos.
c- Sube las escaleras _____	ó	d- Baja las escaleras _____
e- Cortar con tijeras _____	ó	f- cortar con los dedos _____
g- decir su nombre _____	ó	h- sabe su dirección _____
i- Prestar sus cosas a _____ otros niños	ó	j- Ayuda a su mamá en _____ quehaceres.

COMO USAR LA LISTA DE OBJETIVOS PARA  
LA EVALUACION DEL NIÑO

La Lista de Objetivos le sirve a la Animadora para indicar las habilidades o destrezas que el niño ya puede hacer, tal como las que el niño todavía no puede hacer.

Al aplicar la Lista de Objetivos, la Animadora señala las cosas que tiene que enseñarle al niño.

USO DE LA LISTA DE OBJETIVOS PARA LA EDUCACIÓN DEL NIÑO.- La primera vez que la Animadora usa la Lista de Objetivos, es cuando realiza la Evaluación de Entrada. La Evaluación de Entrada, quiere decir que la Animadora evalúa al niño cuando entra al Programa.

La Animadora lleva una Lista de Objetivos y los materiales necesarios para evaluar al niño en su hogar.

Primero la Animadora explica a la Madre o Padre del niño que va a realizar muchas actividades con él para determinar qué cosas tiene que enseñarle después. También explica que va a realizar preguntas a los Padres en cuanto a las cosas que ellos creen que su hijo puede o no hacer.

Ahora la Animadora da al niño unos materiales para jugar. De esta manera el niño se pone cómodo y no se atemoriza durante la Evaluación de Entrada.

Mientras que el niño juega con los materiales, la Animadora anota el nombre del niño, la fecha de su nacimiento y su edad exacta, en la cara de la Lista de Objetivos.

En este momento la Animadora comienza a evaluar al niño. Comienza en el Area Bio-psicomotor. Para determinar con qué objetivo comenzar, tiene que fijar la edad del niño y comienza UN AÑO ANTES A LA EDAD ACTUAL DEL NIÑO. Es decir, si el niño tiene 3 años, hay que comenzar con los objetivos de 2 años. Si el niño tiene 4 años de edad, hay que comenzar por los objetivos de 3 años.

Ahora lee el objetivo y da al niño una pautas para determinar si puede hacerlo o no. Por ejemplo, si el objetivo dice: "Se lava los pies cuando están sucios",

la Animadora le dirá al niño: "Juanito, me puedes mostrar cómo lavas tus pies?", dándole agua para que se lave.

Si el niño puede hacer el objetivo tan como está expresado en la Lista de Objetivos, la Animadora escribe "SI" en la columna correspondiente a "Evaluación de Entrada". Si el niño no puede hacer el objetivo, la Animadora escribe "NO" en la columna (ejemplo: si Juanito lava los pies dejándolos limpios, la Animadora escribe "SI", pero si Juanito lava los pies dejándolos sucios, la Animadora escribe "NO").

La Animadora sigue así por el Area de Desarrollo Bio-psicomotor hasta que el niño no puede hacer 10 objetivos seguidos.

Una vez que la Animadora haya identificado 10 objetivos seguidos, pasa al Area de Desarrollo Intellectual, y trabaja de la misma forma.

Una vez que la Animadora identifica 10 objetivos del Area de Desarrollo Intellectual que el niño no puede hacer, pasa al Area de Desarrollo Socio-emocional. La Animadora ha terminado la Evaluación de Entrada del Niño.

La Evaluación de Entrada puede requerir dos o tres visitas al hogar. No es posible cumplirla en una sola visita.

Es muy necesario que la Animadora tenga mucho cuidado en la Evaluación de Entrada, porque su trabajo con el niño durante el año, está basado en esta evaluación. Si se equivoca durante la Evaluación de Entrada su trabajo después será más difícil.

#### LA PROGRAMACION CURRICULAR

La Animadora ha terminado la Evaluación de Entrada del niño. Ahora está preparada para la Programación Curricular.

La Programación Curricular consiste en escoger 3 objetivos a ser presentados al niño durante la próxima visita al hogar.

Pero, ¿cómo escoge la Animadora los 3 objetivos? Bueno, para escoger objetivos la Animadora revisa el Area de Desarrollo Bio-psicomotor en la Lista de Objetivos del niño. Busca el Primer Objetivo que dice "NO", que quiere decir que es un objetivo que el niño no pudo lograr durante la Evaluación de Entrada, pues es algo que la Animadora tiene que enseñarle al niño.

Ahora la Animadora anota el número del objetivo y escribe el objetivo en el Formulario "Programación Curricular". Después, la Animadora escoge un Objetivo de la misma forma en las Areas de Desarrollo Intelectual y Socio-emocional. Al final, la Animadora tiene 3 objetivos para presentarle al niño.

La Animadora usa el mismo Proceso para hacer la Programación Curricular para todos los niños que tiene a su cargo. Repite esta Programación Curricular cada semana.

## CONSIDERACIONES AL PRESENTAR LAS ACTIVIDADES

1. EL AMBIENTE
  - . Consistente
  - . Libre de distracciones
  - . Ordenado
  - . Serio
  
2. MATERIALES
  - . No use los mismos materiales para dos acciones durante la misma actividad
  - . Escójalos con anticipación
  - . Use materiales disponibles en el hogar
  - . Permita al niño manipular y explorarlos
  - . Limite la cantidad de materiales
  - . Antes de comenzar una nueva actividad, renueve los materiales de la actividad anterior
  
3. PRESENTACION
  - . Gane el interés del niño
  - . Hacerlo como si fuera un juego
  - . Provea suficiente ayuda para asegurarle éxito
  - . Registre el Pre-Examen
  
4. REFUERZOS
  - . Emplee una variedad
  - . Sea consistente
  - . Refuerce tanto al Padre de Familia como el niño
  
5. TRANSICION
  - . Pase la actividad al Padre de Familia antes de que el niño se canse
  - . Calcule el período de atención del niño
  - . Renueve todos los materiales usados previamente
  - . Sea precisa

Programa No Escolarizado de Educacion Inicial con Base en el Hogar

Hoja de Trabajo

1. Cuántos tipos de motricidad hay?

\_\_\_\_\_

2. En las siguientes actividades escribe a que tipo de motricidad pertenecen:

a. Saltar soga \_\_\_\_\_

b. Escojer el arroz \_\_\_\_\_

c. Hojear un libro \_\_\_\_\_

d. Trepar un árbol \_\_\_\_\_

3. Qué tipos de lenguaje hay?

\_\_\_\_\_

4. Por qué es importante evaluar al niño?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Si un niño tiene 3 años, a qué edad se le debe comenzar la evaluación de entrada?

\_\_\_\_\_

6. Cómo evaluarías la siguiente actividad: El niño señala objetos y largos por comparación.

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

### DESTREZAS DE OBSERVACION

Quando hablamos de observación nos referimos al proceso por medio del cual una persona se familiariza con el niño, sus capacidades y su medio ambiente. Este proceso nos permite obtener indicadores sobre la conducta del niño y los antecedentes que han generado dicha conducta. El propósito de la observación puede ser diverso. En este caso la observación nos ayudará a:

- Conocer el comportamiento del niño al relacionarse con materiales, personas, y situaciones.
- Conocer la interacción entre padres e hijo.
- Conocer el ritmo de aprendizaje del niño.

La información específica que se ha obtenido durante la evaluación de entrada y el proceso de observación, se utilizará para el desarrollo de un programa de enseñanza para el niño.

La observación no tiene reglas estructuradas acerca de qué preguntas hacer, qué conductas deben ser anotadas o cómo interpretar la información obtenida. Pero sí hay ciertos factores específicos que nos darán una mejor idea de las conductas del niño. Por ejemplo: ¿Intenta el niño ejecutar la actividad propuesta? ¿Cuánto de la actividad logró realizar el niño? ¿Cómo reaccionó el niño al presentarle el material? ¿Fue fácil de motivar? etc.

La observación también nos permite estudiar las relaciones entre los padres y el niño. ¿Depende el niño de su padre, madre u otros miembros de la familia para vestirse, comer o hacer sus necesidades? ¿Mantienen los padres esa dependencia? ¿Mencionan los padres a los otros hijos como ejemplo?

Respuestas a preguntas como éstas, planteadas durante la evaluación de entrada, nos indican cómo responde el niño hacia ciertos materiales, situaciones y personas.

Por lo tanto nos ayudarán a comprender mejor al niño y así podremos desarrollar un programa educativo de acuerdo a las necesidades, intereses y habilidades de los padres y el niño. Por ejemplo si se -

ha observado que el niño tiene miedo de subir o bajar gradas a solas y los padres se preocupan por la seguridad del niño, la animadora no comenzará con una actividad que involucre el subir o bajar gradas. Sin embargo, esto no implica que la animadora dejará de lado esta actividad sino mas bien esperará un tiempo prudencial que le permita obtener información sobre situaciones que hayan generado o generen dicha conducta.

DESCUBRIMIENTO

El modo cómo aprende el niño, para el trabajo educativo es indispensable conocer, al respecto es importante saber cómo funciona el hombre desde el punto de vista Biopsíquico así:

El hombre actúa como un ser integrado pero es posible distinguir dimensiones o estructuras mentales cognitivas, afectivas, motrices, cognitivo (aprendizaje de lo intelectual: conceptos, reglas, solución de problemas) Afectivo: (actitudes y valores) motrices (habilidades, destrezas de acción, mov.).

El proceso es diferente cuando se trata de aprender un concepto, una actitud o una destreza motora, no se aprende a ser solidario del mismo modo como se aprende a clasificar o a saltar con dos pies. El aprendizaje de diferentes dominios (habilidades motoras, habilidades intelectuales, actitudes, creatividad, etc.) son logrados a través de metodologías distintas, para algunos puede ser de gran eficacia el ejercicio repetitivo o el ejemplo, etc.

Aprendizaje por Descubrimiento. - Es decir el aprendizaje de determinados objetivos por medios del descubrimiento.

El descubrimiento constituye la mejor técnica para enseñar a los niños a descubrir información por sí solos. Produce un aprendizaje que puede transferirse a situaciones nuevas por que desarrolla la capacidad de resolver problemas. Un programa así debe ofrecer grandes cantidades de práctica, de exploración, de búsqueda, de manipulación, etc.

Una de las formas de llegar a mayores descubrimientos será al dar materiales a los niños para que jueguen con ellos y observar su manera de aprender a partir de sus propias experiencias con ellos. Lo importante es que los niños investiguen, experimenten; estas experiencias conducen al niño a utilizar todos los tipos de imágenes de que dispone: motoras, visuales, auditivas, táctiles, etc.

Una de las habilidades básicas que debemos promover es la capacidad de descubrir y buscar respuestas. Recordemos que los conceptos no se enseñan, lo único que podemos hacer es crear y presentar situaciones y experiencias que ayuden al niño a formarlos.

No debemos olvidar de dar al niño la oportunidad de manipular y observar, esto permitirá que a través de sus ensayos y tanteos o sea descubrimientos vaya interiorizando las acciones a realizar:

La observación se convierte así en el instrumento más importante para hacer descubrimientos por cuanto permite una comprensión organizada. El niño frente a un objetivo o situación lo analiza, su atención se dirige según su esquema de observación a las distintas características de los objetos, como los niños, aún les falta la habilidad de la dirección consciente - en la observación, el adulto debe orientarlo cuidadosamente, - lo importante es orientar su atención hacia las características del mismo y dejarlos hablar sobre ello. Se debe dejar que los objetos impresionen varios órganos de los sentidos.

La observación no debe ser un proceso pasivo y solo espontáneo, sino que tiene que desenvolverse en forma activa, consciente y organizada.

DIGEI/PR de A.  
EAC/UTE  
L. Rocha D.

AYUDAS PARA EL APRENDIZAJE

Hay muchos pasos involucrados en el aprendizaje de una nueva destreza. Nos hemos olvidado lo difícil que es aprender a caminar. Lo hacemos de manera tan automática, que no nos parece tan difícil. La única vez que nos damos cuenta lo difícil que es caminar, es cuando nos lesionamos una pierna y necesitamos que alguien nos ayude.

Los niños pequeños, asimismo, requieren algún tipo de ayuda para aprender una nueva destreza. La ayuda asiste al niño a tener éxito en una tarea sin frustrarse. Una vez que el niño mejora en una destreza, usted puede reducir gradualmente la cantidad de ayuda hasta que lo esté haciendo por sí solo.

Las ayudas para el aprendizaje están clasificadas según la naturaleza de ellas en:

- A. Ayuda Física
- B. Ayuda Visual - Gestos
- C. Ayuda Verbal
- D. Modelaje

A. AYUDA FISICA

La ayuda física proporciona mayor apoyo al niño. Este tipo de ayuda le hace sentir que ha tenido éxito en la culminación de una actividad.

Ejemplos serían:

1. Enseñándole a brincar dándole la mano al niño.
2. Ayudándole a abotonarse, etc.

B. AYUDA VISUAL - Gestos

Los gestos son otra forma de ayudar al niño. Estos pueden usarse junto con indicadores verbales o solos.

Ejemplo: Si el niño está aprendiendo a decir "por favor" y "gracias" un gesto como indicar con el dedo, o dirigiéndole con una mirada puede servir como pauta para decir "gracias". Su gesto sirve para que diga las palabras en el momento oportuno.

C. AYUDA VERBAL

Ayuda verbal proporciona orientaciones o pautas habladas al niño mientras hace la actividad. Ayuda verbal puede darse durante cualquier actividad. Le da indicaciones, pero no tanta ayuda como la ayuda física.

o el modelaje. A menudo es efectivo emplearlo cuando el niño casi puede hacer la actividad por sí mismo. Por ejemplo, si el niño tiene alguna dificultad en nombrar el color, verde, usted podría dar una pauta verbal diciendo el primer sonido de la palabra ("Este color es vvv.") Otro ejemplo sería donde el niño se traba al repetir una rima y necesita ayuda verbal para la próxima palabra para completarla.

Ejemplos serían:

- 1 . Cuando le pedimos al niño que coja la pelota al rebotar, le podemos decir "ya" cuando el niño debe cojerla.
2. Cuando el niño está aprendiendo a abotonarse, le podemos decir, Empuja el botón, sigue empujando hasta que salga por el ojal".

#### D. MODELAJE

Una de las ayudas que puede proporcionar al niño es el Modelaje. El Modelaje quiere decir mostrarle lo que debe hacer el niño. Usted puede dar el modelo después de haber observado en el niño la destreza, habilidad, etc., que espera que él logre. Este modelo se dará al niño cuantas veces necesite ver u oír lo que se espera de él. Desde luego, cuando el niño va aprendiendo, usted modelará menos.

Ejemplos de dar un modelo al niño serían:

1. Después de haber demostrado el niño su habilidad para construir una torre con bloques, Ud. le da un modelo de cómo mejorar dicha construcción antes de pedirle que él lo haga de nuevo.
2. Pedirle que nombre el color del objeto que señalamos. Si el niño no ha acertado, darle la respuesta correcta, y preguntarle al niño nuevamente el color.

#### LA CANTIDAD DE AYUDA

La cantidad de ayuda dada debe permitir al niño completar la tarea con éxito y sin frustrarse, pero no tanto que no se estimule. Trate de no confundir al niño con demasiada ayuda. No espera demasiado de él, ni deje que él espera demasiado de usted mismo.

Es importante observar de cerca al niño mientras hace la actividad, Podrá ver que está aprendiendo hacer más por sí mismo y usted puede disminuir la cantidad de ayuda que le da. Las actividades deben estar dentro del alcance del niño, y sin embargo proporcionarle un reto.

### EMPLEO DE LAS AYUDAS

El momento que usted escoge para ayudar al niño es importante.- Cuando él empieza a trabajar en alguna actividad y su logro no sea - óptimo, debe darle ayuda inmediatamente. Por ejemplo, si el niño va a aprender a saltar (brincar), usted empezaría con cogerla la mano y enseñarle lo que hay que hacer, Cuando el niño ya ha aprendido una parte de la destreza le dejará empezar solo y espere hasta que tenga dificultad para luego ayudarlo. Por ejemplo, si el niño sabe armar rompecabezas muy simples, y ahora va a aprender armar uno con seis - piezas, déjele coger las piezas para intentar armar el rompecabezas. Esto le da la oportunidad de hacerlo solo si puede. Cuando ha trabajado un rato y tiene dificultad, se le podrá guiar su mano al sitio correcto o decir que "de la vuelta" etc. De esta manera, se le dará al niño la cantidad de ayuda que necesita antes de que se frustre y pierda interés en la actividad.

Debe darle ayuda sólo cuando sea necesario, porque si el niño - sabe lo que hay que hacer y cómo hacerlo, no necesita ayudarlo.

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PROGRAMA NO ESCOLARIZADO DE EDUCACION INICIAL  
CON BASE EN EL HOGAR

HOJA DE TRABAJO  
AYUDAS PARA EL APRENDIZAJE

Anote al lado de cada ejemplo el tipo de ayuda para el aprendizaje.

1. "Agarrado de la silla" Ayuda: \_\_\_\_\_
2. "Primero este aro y luego el otro" Ayuda: \_\_\_\_\_
3. "Guiar la mano del niño para encajar la pieza en el agujero" Ayuda: \_\_\_\_\_
4. "Paso, salto, paso, salto". Ayuda: \_\_\_\_\_
5. "Este color es rrr..." Ayuda: \_\_\_\_\_
6. "Con su mano sobre la del niño". Ayuda: \_\_\_\_\_
7. "Sonreír cuando se acerque a la pieza correcta". Ayuda: \_\_\_\_\_
8. "Aparear una pelota con la figura de una pelota, pídale al niño que lo haga". Ayuda: \_\_\_\_\_

MINISTERIO DE EDUCACION  
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I.N.I.D.E.  
 Programa No Escolarizado  
 de Educación Inicial  
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### MATERIAL EDUCATIVO

(Instrumentos Auxiliares del Proceso Educativo)

El niño desde que nace se relaciona con el mundo que lo rodea: la familia, los objetos, los animales, los ruidos, los colores, las formas, etc. Por ello es necesario darle materiales que le permitan:

- 1) Manipularlos
- 2) Hacer observaciones
- 3) Oler, gustar, escuchar el sonido, etc.
- 4) Combinarlos, transformarlos
- 5) Ejercitar sus músculos gruesos y finos.

Así, es como los materiales educativos constituyen valiosos recursos que sirven de apoyo para el logro de los objetivos educativos por cuanto favorecen los aprendizajes en el niño, pues al sentir su forma, textura, olor, temperatura, sonido y observar su color, etc. no es que el niño se entretenga al manipularlo sino más bien él irá encontrando características, propiedades, que le permitirán ir estableciendo conceptos, ideas.

Es importante tener presente que los materiales educativos serán utilizados a través de situaciones de juego, investigación, descubrimiento. El adulto debe permitir al niño que piense: Qué hacer con el material y cómo hacerlo, procurará escucharlo mientras juega, observándolo y conversar sobre las cosas que está haciendo.

### CRITERIOS PARA EL DISEÑO, ELABORACION Y SELECCION DEL MATERIAL EDUCATIVO

- Deben permitir el logro del objetivo que nos hemos propuesto
- Debe ser adecuados los intereses, necesidades y nivel de madurez y de aprendizaje del niño.
- Debe conjugarse la calidad con el bajo costo por lo que los recursos naturales y desechables existen en la comunidad deben ser considerados como materiales fundamentales para la realización de las experiencias.

- Deben posibilitar la manipulación, exploración activa usando todos los sentidos (vista, tacta, olfato, gusto oído) y asimismo deben posibilitar la solución de problemas.
- Deben ofrecer seguridad y durabilidad (resistente al trato fuerte de los niños).
- Debe brindarse variedad de materiales por cuanto un único material puede producirse rápida mecanización y pérdida de interés del niño.

No debemos olvidar que los recursos naturales y recuperables (desechables) de la comunidad deben ser utilizados como material fundamental para la realización de las acciones educativas por ejemplo: arena, greda, tierra, algodón, panca de chocco, viruta, semillas, piedras, paja, corteza de árboles, etc.

Si como objetivo nos proponemos que: "Juan, tirará la pelota en una caja sin errar.....!"  
La pelota podrá ser elaborada de:

- medias (rellena con acerrín, retazos de tela, pajilla, etc.).
- retazos de tela (rellena con paja, acerrín, algodón, etc.).
- vejiga de: vaca, carnero, chancho, etc. (inflada).

Teniendo en cuenta este objetivo el material educativo se elaborará de acuerdo a la realidad socio-económica de la familia y la comunidad.

" AÑO DE NUESTROS HEROES DE LA GUERRA DEL PACIFICO "

MINISTERIO DE EDUCACION  
DIRECCION GENERAL DE  
EDUCACION INICIAL .

PRIMER TALLER NACIONAL PARA EL PERSONAL TECNICO RESPONSABLE DEL PROYECTO :

" ASESORAMIENTO Y EQUIPAMIENTO DE 18 CENTROS DE EDUCACION INICIAL CON COOPERACION DEL GOBIERNO NEERLANDES "

M A T E R I A L E S      P A R A  
E J E R C I T A C I O N   P S I C O M O T O R A  
E N   E L   J A R D I N   D E  
I N F A N T E S

AUTOR : Martha D. de Kappelmayer  
Lilia F. de Benegazzo  
EDITORIAL : Latina S.C.A.

Buenos Aires.

1. EL PLANTADO está compuesto por una base de material resistente perforada, y palillos de madera de distintos grosores y/o elementos figurativos. Los palillos o elementos son introducidos en las perforaciones de la base, dando lugar a la ejercitación de "plantar".

En la fig. 1 observamos un figurativo, con elementos que componen una escena.

En la fig. 2 podemos observar un plantado clásico montesoriiano, que une a las posibilidades de ejercitación visco-motora de "plantar" la discriminación de color.

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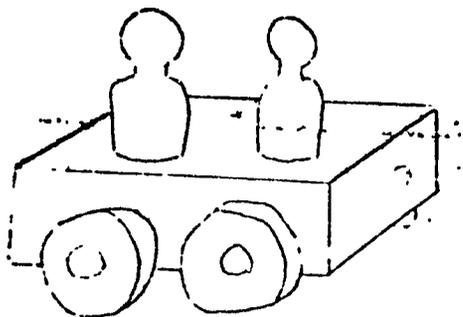


Fig. 1

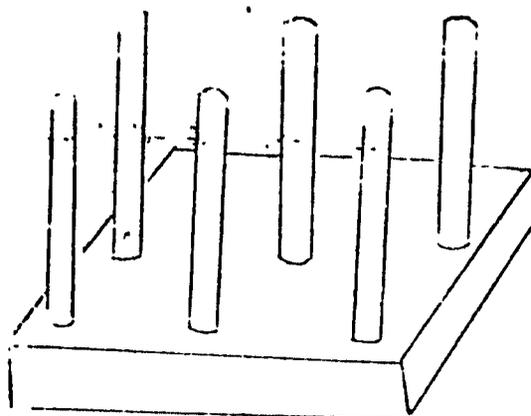


Fig. 2

Las diferencias entre los distintos tipos de plantado están determinadas por :

- a). El tipo de elementos para insertar: figurativos o no figurativos (abstractos, geométricos).
- b). La cantidad de los elementos a insertar.
- c). La calidad de los elementos a insertar: grosor, altura, color.

2. EL ENSARTADO consta siempre de uno o más ejes perpendiculares a una base, donde se introducen objetos perforados.

Generalmente son fabricados en madera.

Las diferencias entre los distintos tipos de ensartado están dadas por :

- a). La cantidad y calidad de los ejes perpendiculares a la base.

En la fig. 3 podemos observar un único eje cilíndrico; en la figura 4 tres ejes cilíndricos, y en la fig. 5, un eje cónico.

- b). La cantidad de piezas para ensartar.

El ensartado de la fig. 3 consta sólo de dos piezas, mientras que el de la fig. 4 está compuesto por nueve piezas.

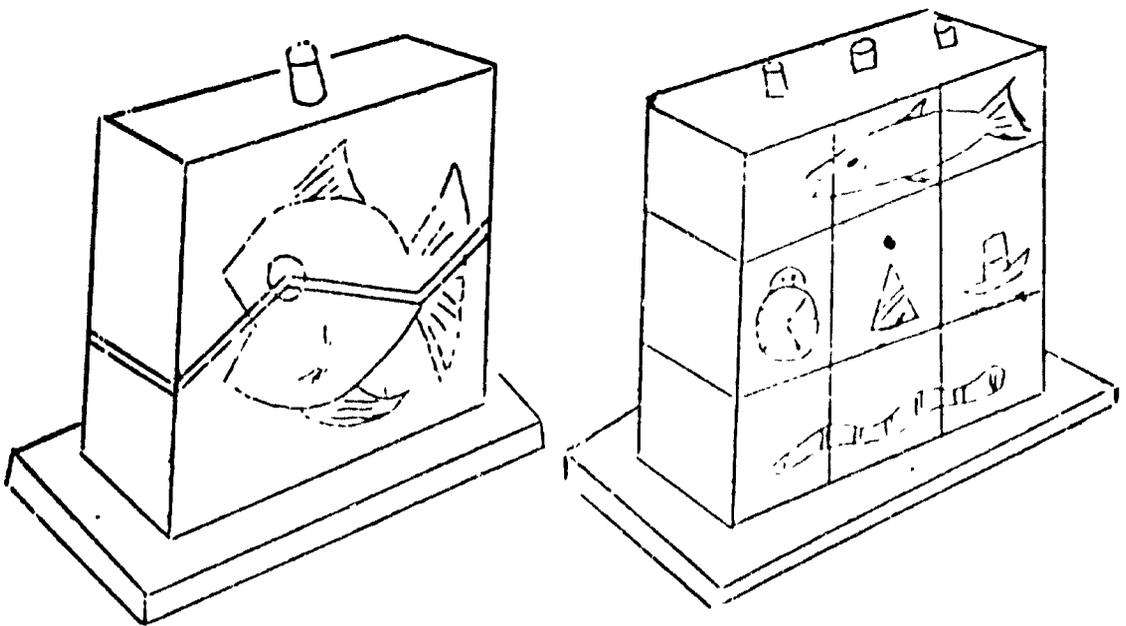
11.

c). Los tipos de cortes de las figuras a ensartar.

Podemos observar en la Fig. 3 un ensartado con corte cónico, que orienta al niño en la tarea de ensartar, recomponiendo correctamente la figura (autocorrector); y en la fig. 4, un ensartado de cortes rectos (no - corrector).

d). Los tipos de piezas.

Las piezas pueden presentar imágenes con seres u objetos familiares (figurativos). Las fig. 3 y 4 muestran ensartados figurativos, y la fig. 5, uno no figurativo.



///.

3. ENCUJE PLANO

El encuje plano consiste en una silueta, con o sin cortes, que se inserta en una plancha de la cual fue colada. Generalmente están realizados en madera o acrílico.

La fig. 6 nos muestra un tipo de encuje plano donde podemos observar :

- a). Una figura sin cortes y
- b). Una plancha con su correspondiente colado, donde se encuentra la silueta del pato.

La fig. 7 nos muestra un encuje plano con cortes; estos son lógicos, pues se separan partes que configuran estructuras con sentido en si mismas. En el pato del ejemplo los cortes para ser lógicos deben respetar partes tales como : cabeza, pico, cuerpo, cola, patas, etc.

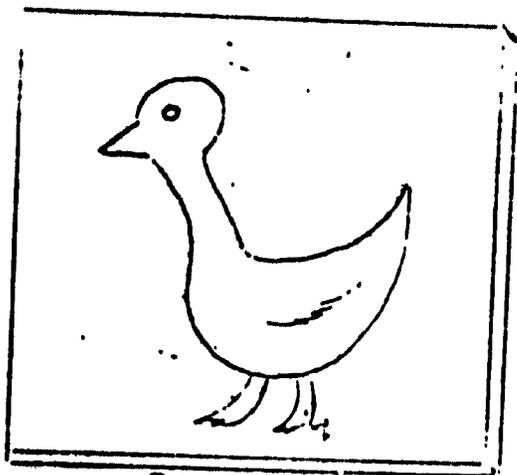
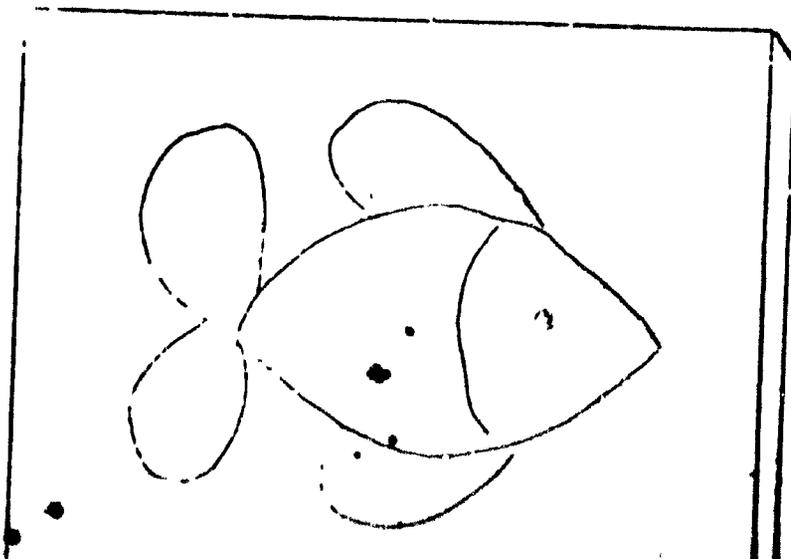


FIG - 6



///.

4. ROMPECABEZAS

Cuando los cortes empleados son ilógicos o antojadizos, obtenemos en presencia de un rompecabezas.

Observemos ahora una misma imagen en la cual la diferencia en la calidad de cortes permite obtener dos juegos diferentes.

La fig. 8. a muestra una niña en la que las líneas punteadas indican los cortes lógicos que la convierten en un material de encaje plano con cortes, la fig. 8. b muestra la misma imagen con corte ilógicos que seccionan arbitrariamente el todo convirtiéndolo en un rompecabezas.

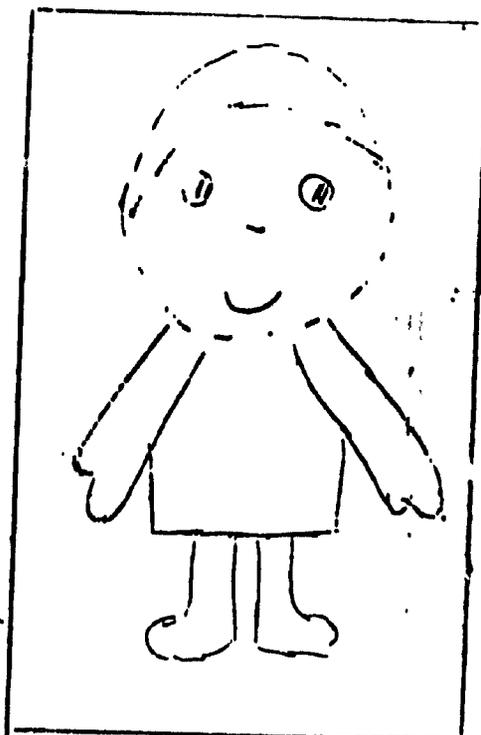


FIG 8A

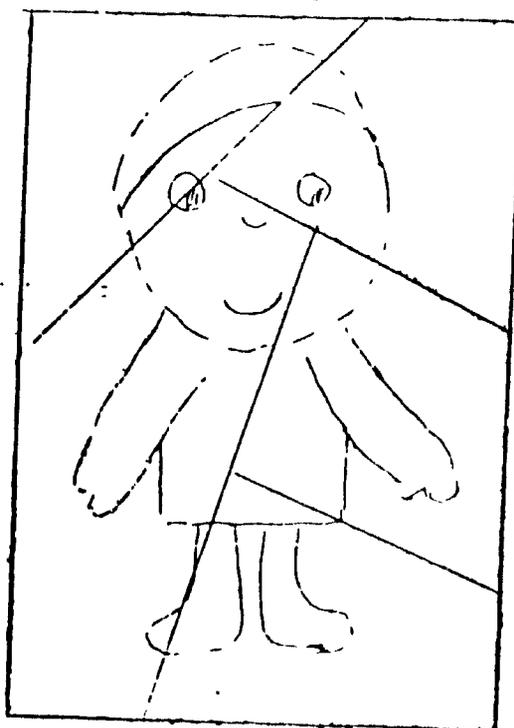


FIG 8B.

Los rompecabezas es todo juego para componer una figura combinando trozos, en cada uno de los cuales hay una parte o porción de la misma. El color y las líneas suelen guiar dicha recomposición.

Los rompecabezas suelen confeccionarse en madera cortada o

///..

///.

acrílico y pueden presentarse en forma de cubos, encajes c, inclusive, ensartados verticales.

Lo que distingue un encaje plano con cortes de un rompecabezas, tiene que ver más con el proceso mental que exige, que con la ejercitación visomotora en sí.

En el encaje plano con cortes lógicos el niño debe "encajar" las partes correspondientes, y la silueta de la plancha calada le guía en esta recomposición; se dice que hay predominio de la ejercitación visomotora por sobre la relación parte-todo.

El rompecabezas puede presentarse o no en forma de encaje plano, y este, unido a sus cortes ilógicos, hace que el niño al recomponer el todo, apele más al proceso mental de identificación de las partes y la búsqueda de indicadores: líneas, colores, etc. (Ver fig.).

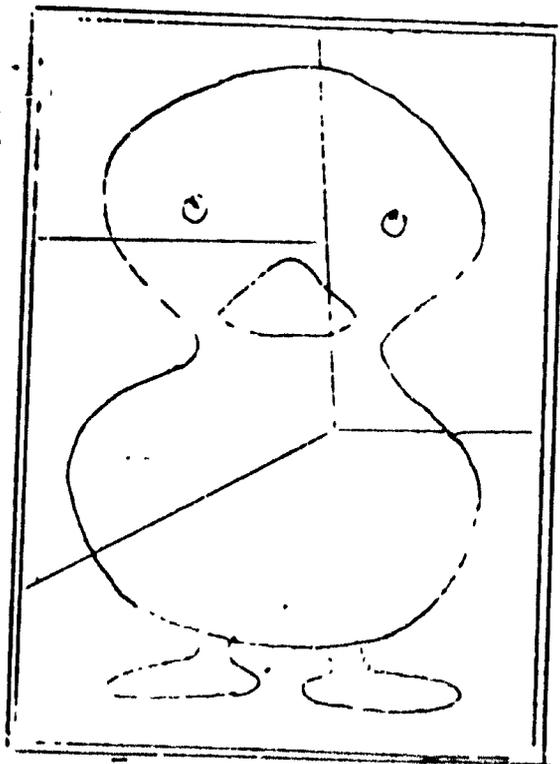


FIG.

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5. LOTERIAS ( Fig. 10 ) son juegos que constan de :

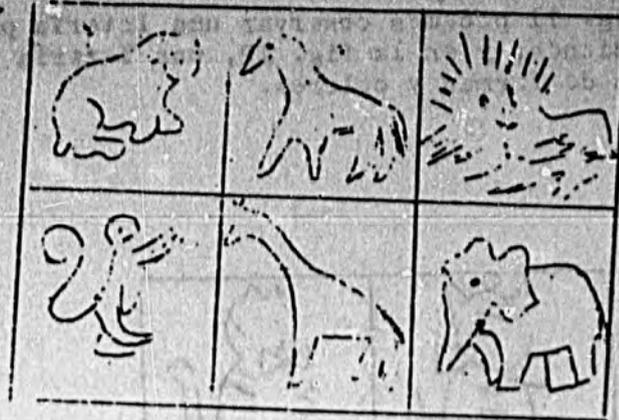


Fig. - 10

- Un tablero base con figuras, grafismos u otros elementos distribuidos en casilleros.
- Tarjetas con figuras, grafismos u otros elementos, en cantidad equivalente a las del tablero base, para superponer

Se confeccionan en madera o cartón; habitualmente presentan un mínimo de cuatro casilleros y un máximo de diez.

La ejercitación que ofrecen consiste en el apareamiento y superposición de las tarjetas sobre las imágenes que figuran en la plancha-base, identificando relaciones entre ambas.

Los tipos de relaciones más frecuentes han dado lugar a una clasificación de las loterías, en función del proceso mental que exige del niño la actividad lúdica que propone.

Así podemos clasificar la loterías en :

- a). Loterías de idénticos
- b). Loterías de integración parte-todo
- c). Loterías de relaciones

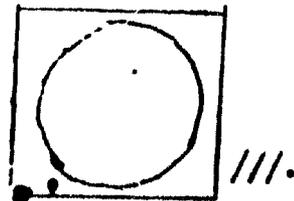
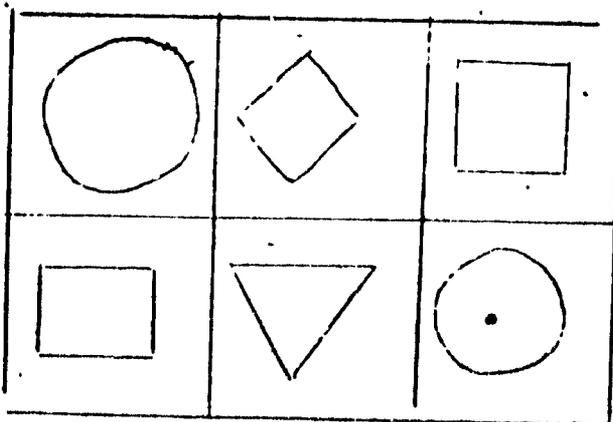
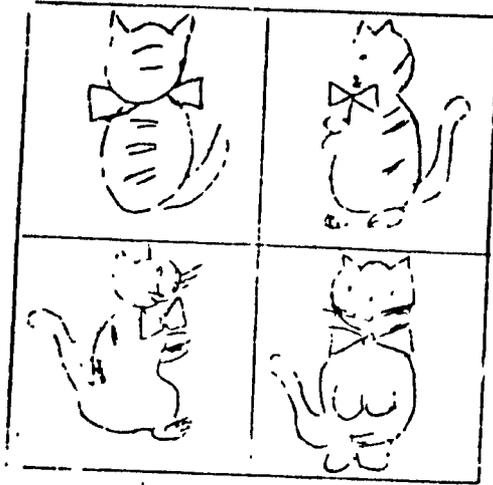
Las loterías de idénticos constan de :

- Imágenes o elementos distribuidos en los casilleros de la plancha-base.
- Planchuelas de elementos "iguales" o "idénticos" a los de la plancha-base.

Las hay para ejercitar el reconocimiento de formas, colores y formas, posiciones.

///.

En la fig. 11 podemos observar una lotería para ejercitación de posiciones, y en la fig. 12, una lotería actual para ejercitación de formas y colores.

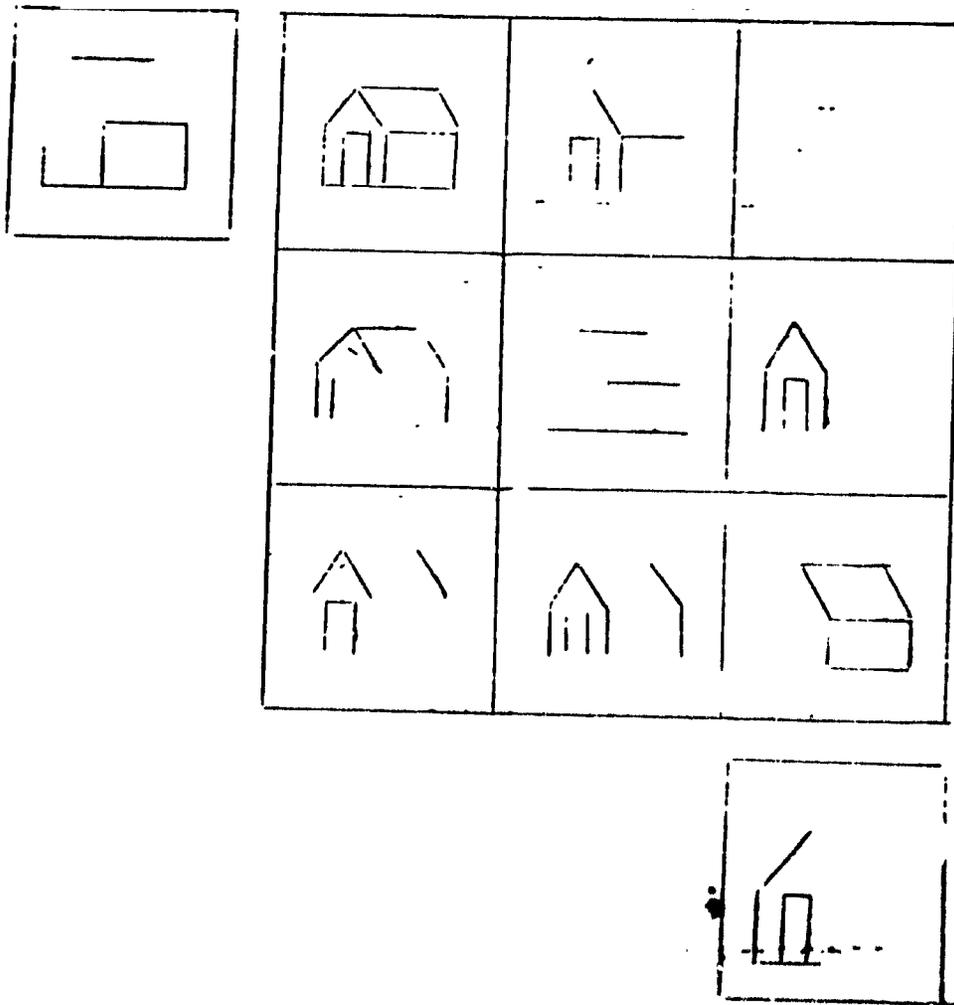


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Las loterías de integración parte-todo (ver fig. 13) consta de:

- Una plancha-base con imágenes completas en cada casillero.
- Tarjetas que completan esas imágenes y que deben suspenderse en el casillero correspondiente.

En este tipo de loterías es preferible que las tarjetas estén confeccionadas en material transparente (plástico o acrílico), pues permiten visualizar mejor la relación parte-todo.



• Fig. 13.

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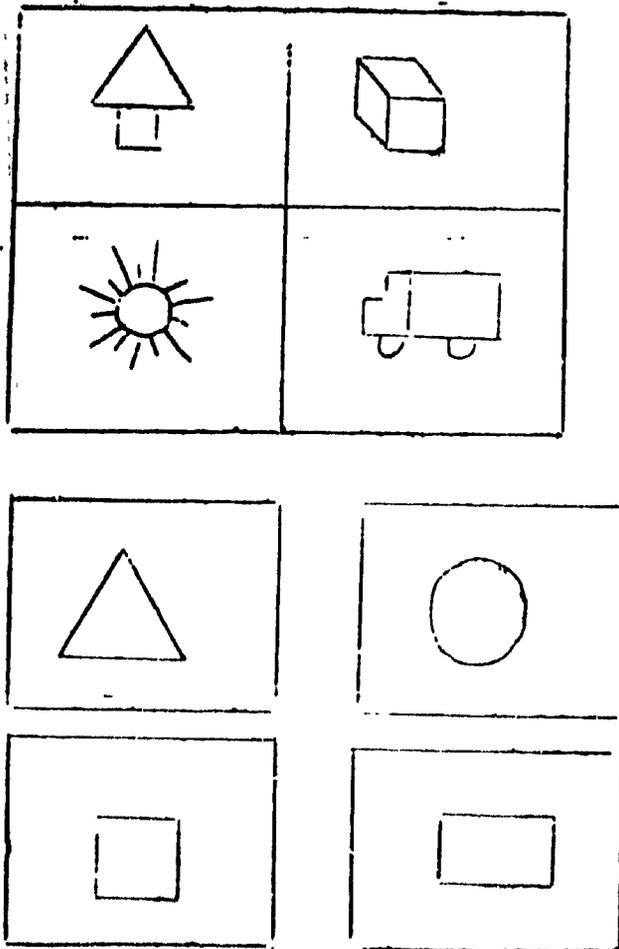
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Las lcterías de relaciones constan de :

- Una plancha-base con imágenes u otros elementos.
- Tarjetas con imágenes figurativas, palabras o símbolos, figurativas, palabras o símbolos; figuras geométricas, etc.; que deben superponerse en el casillero de la plancha-base, previa identificación de la relación existente entre ambos.

Estas lcterías promueven asociaciones entre formas y objetos, - colores y objetos, objetos con situaciones.

En la fig. 14 Observamos una lctería de asociación de formas - escondidas, donde el niño debe relacionar figuras geométricas con objetos.



///.

Fig. 14

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6. EL DOMINO es un juego compuesto por fichas rectangulares, divididas en dos cuadrados, cada uno de los cuales lleva marcado e impreso un color e una imagen. Las imágenes pueden ser no figurativas (símbolos e imágenes geométricas) e figurativas. Tanto uno como otro tipo de imagen propone al niño el establecimiento de asociaciones. Los dominos es clasificados en base a los distintos tipos de asociaciones que permiten establecer.

Al igual que las loterías podemos clasificar los dominos en tres grupos:

- a) -- Dominos de idénticos
- b) Dominos de integración parte-todo
- c) Dominos de relaciones.

Con los dominos de idénticos el niño juega buscando y uniendo de los sectores de aquellas fichas que muestran imágenes iguales.

La fig. 15 nos muestra un dominó de idénticos, de objetos familiares.

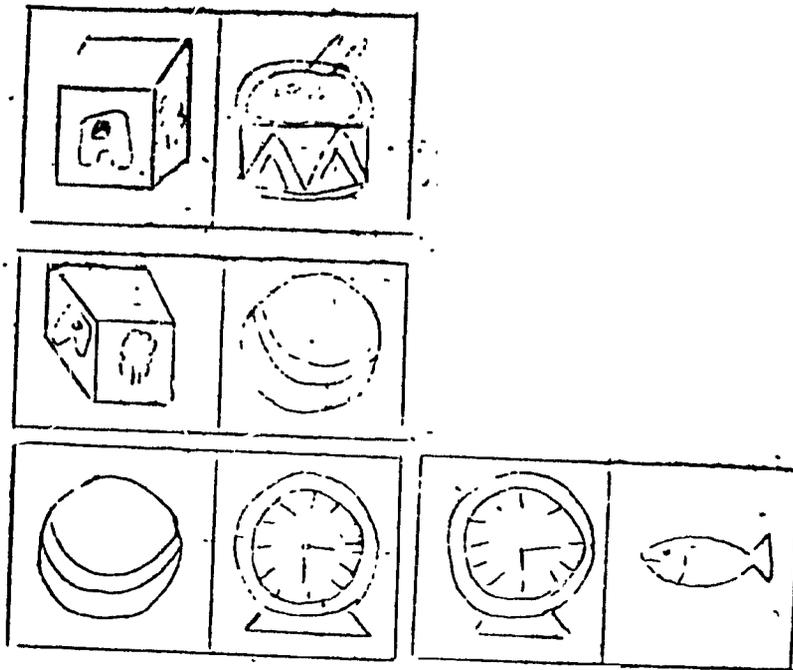
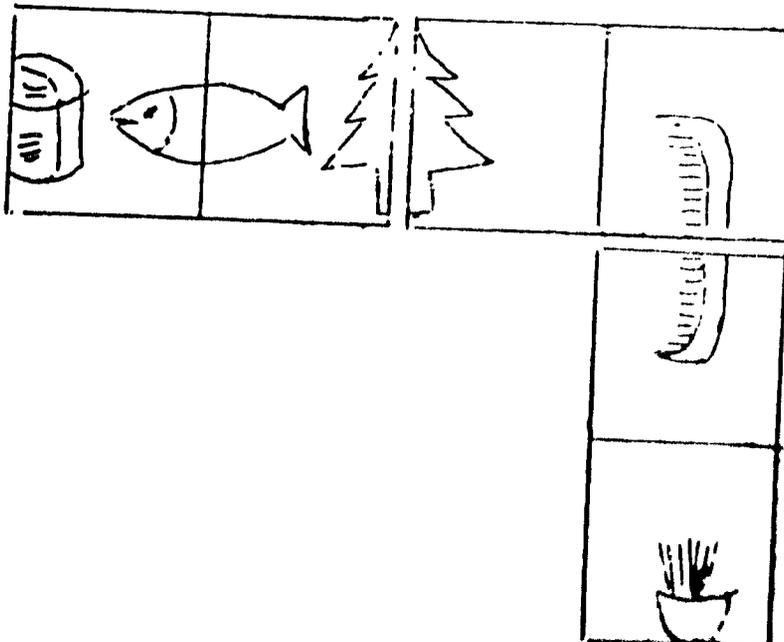


Fig. 15.

En los dominos de integración parte-todo cada sector de la ficha muestra la parte de un "todo",

El niño identifica las partes y las une.

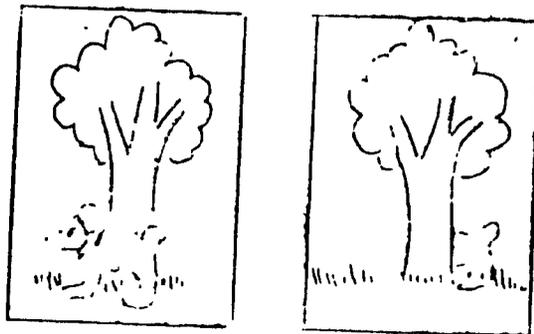
En la figura 16 podemos observar un dominó de integración parte-todo.



///.

7. Pasaremos a los juegos de TARJETAS TABLILLAS.

- En número variable de tres a doce, las tarjetas confeccionadas en cartón o material sintético y las tablillas de madera o acrílico, permiten al niño actividades lúdicas de apareamiento u crdenación de series o secuencias, según los casos.



8. LOS LABERINTOS en material concreto están poco difundidos en nuestro medio y prácticamente suplantados por los gráficos. Los trataremos, igualmente, por considerar que constituye valicses auxiliares para el desarrollo de las nociones de orientación espacial.

Los laberintos se presentan en material concreto (madera, acrílico o metal). Constan de varios caminos rectos o sinuosos, de los cuales sólo uno une el punto inicial o de partida, con un punto final o de llegada.

En nuestro medio, sólo se encuentran laberintos confeccionados en madera, pero los hay realizados en imantógrafo, permitiendo a través de sus caminos, tanto desplazar elementos tridimensionales como realizar trazos.

Podemos diferenciar laberintos simples de laberintos complejos. Los simples presentan un sólo camino que conduce al punto final (fig. 17); en los complejos, dos o más caminos llevan a la meta o punto de llegada (fig. 18).

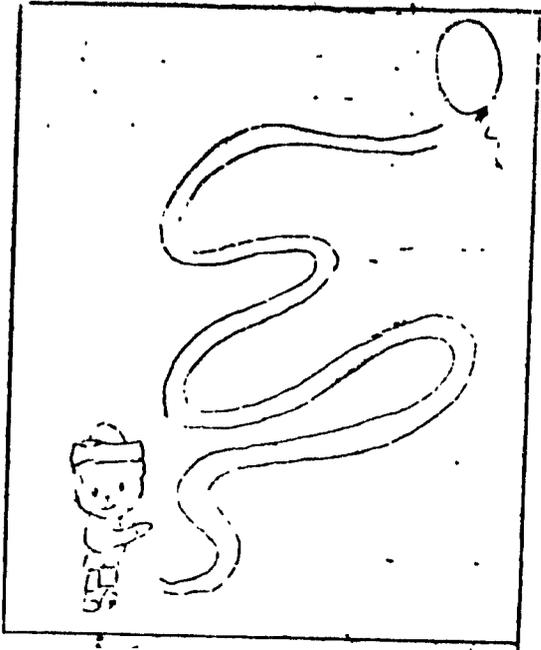


Fig 17

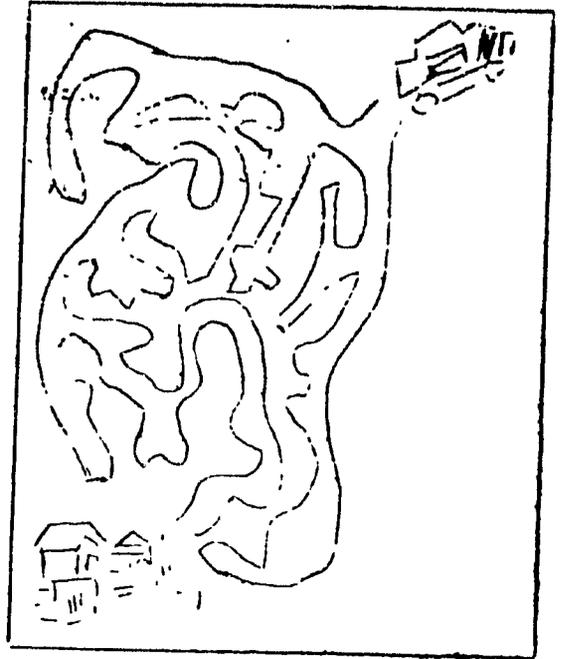


Fig 18

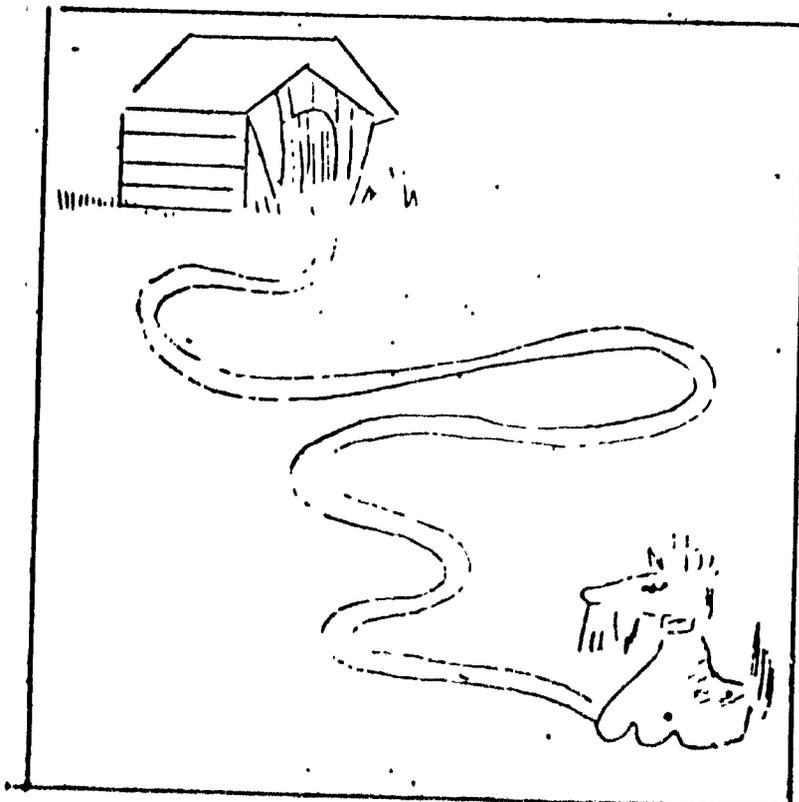


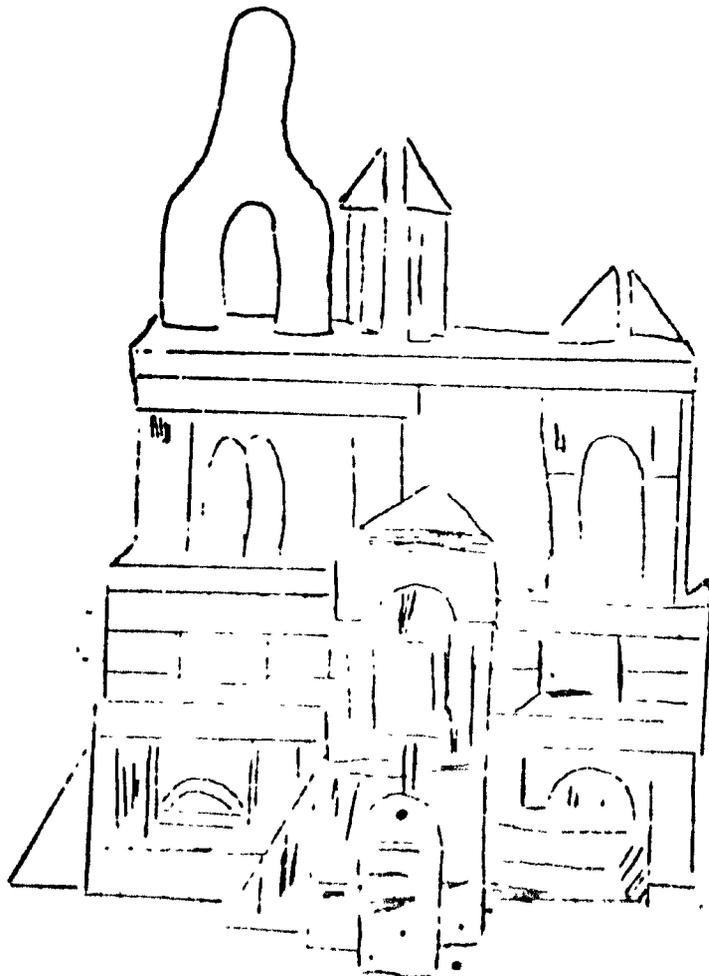
Fig 17.

9. Finalmente incluiremos los JUEGOS DE CONSTRUCCION DE MESA o los juegos de mini construcción que abundan en diferentes materiales y formas de presentación, en las jugueterías.

Podemos agrupar tanta variedad en dos grandes tipos .

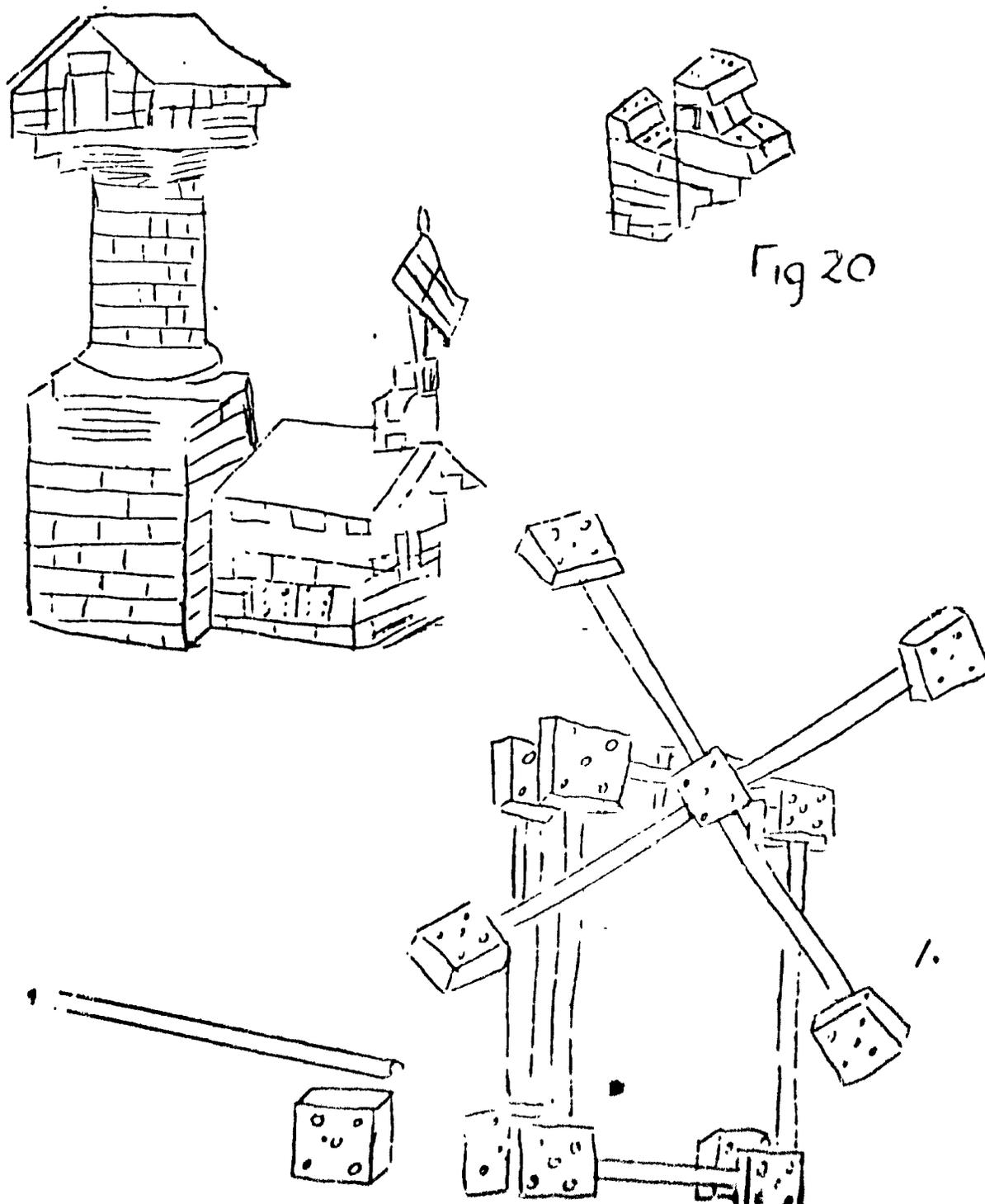
- a).- Equipos de Construcción por superposición de piezas.
- b).- Equipos de construcción por encastre o ensamblaje de piezas.

Los equipos de construcción por superposición de piezas se confeccionan, generalmente, producidos en madera o plástico, y se componen de cuerpos tridimensionales entre cuyas formas predominan los cubos, cilindros, arcos y pequeños bloques. Las medidas oscilan entre tres y veinte centímetros de alto; por 5 a 30 cm. de largo y 2 a 4 cm. de ancho (fig. 19).



Los equipos de construcción por encastre e ensartado de las piezas, se componen de volúmenes geométricos cuya estructura requiere la unión de las piezas entre sí, posibilitando la realización de construcciones fijas.

Ejemplos típicos de estos juegos lo constituye los equipos "Rasti" e "Los ladrillos" (fig. 20); y los armados dinámicos de tipo "Tavi" e "Rascacielos" (fig. 21).



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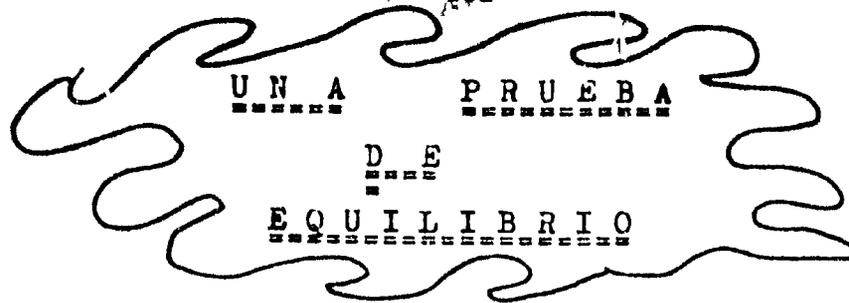
Tanto los equipos de construcción por superposición de piezas como los de construcción por encastrado o ensartado, apelan al desarrollo de la imaginación del niño; pero, desde el punto de vista motor, mientras los primeros, le proponen principalmente un desafío de equilibrio, los segundos lo ejercitan más en sus músculos finos.

# JUEGOS



Por:

DAGNI SUHARI PUERTAS.



Este es un divertido juego de destreza.

Los participantes se agrupan en dos filas de igual número de jugadores. Frente a cada uno de los primeros participantes se pondrá una silla y encima de ella cuatro carreteles vacíos, uno sobre otro.

El juego consiste en lo siguiente:  
A la voz de uno, dos y tres, los primeros de las dos filas levantarán los carreteles, sosteniéndolos del más abajo entre el pulgar e índice de una de sus manos; i los mantendrán en equilibrio y darán una vuelta alrededor de la fila que les corresponda y los dejarán de nuevo sobre la silla.

\*\*\*\*\*



UNA BOLSITA Y.....

¡ADIVINA!

En una bolsa cualquiera colocamos sin que se tenga cuenta los participantes diversos objetos, que pueden ser un sacorcho, una chapita, un borrador, una moneda, un encendedor, etc.

El juego consiste en lo siguiente: Los participantes a su turno tantearán los objetos que están dentro de la bolsa e irán adivinando el nombre del objeto que suponían era.

Ganará el que acierte mayor cantidad.

\*\*\*\*\*



IDENTIFICANDO  
SONIDOS

Para empezar este juego de identificación de sonidos, uno de los participantes se ocultará detrás de un biombo o una puerta entreabierta, cortina, etc, donde tendrá preparado algunos objetos suceptibles, de ser identificados por el ruido que producirán con ellos.

El que dirige el juego entregará a cada uno de los participantes papel i lápiz, para que anoten los ruidos que crean ellos percibir.

Por ejemplo el ruido que produce afilar un cuchillo, rasgar un papel grueso, moler café, frotar los papeles de lijar, poner una cucharilla dentro de un vaso, servir una cazossa, verter agua en una copa, rasgar una tela, etc.

En este juego ganará el participante que acierte mayor cantidad de sonidos.



PALABRAS Y MÁS  
 PALABRAS.

Este juego es fácil y entretenido y además nos servirá para hacer la prueba de que también conocemos el diccionario.

Se elegirá entre todos los participantes un director de juego que se encargará de mencionar las letras con las que se iniciará el juego de palabras y más palabras.

Digamos que empezaremos con la letra "A" y al que a su turno le toque, deberá mencionar todas las palabras que conozca con dicha letra. Así se podrá continuar con todas, las letras del alfabeto.

Se harán las anotaciones correspondientes y ganará quién pronuncie más palabras con la letra con la que se le invitó a hacerlo.

\*\*\*\*\*



A...EMBOTELLAR

BOTELLAS!

Embocar botellas es un juego muy entretenido y fácil de ejecutar en cualquier lugar y ambiente. Atás un anillo de esos que se utilizan en, las cortinas a un cordel. El otro extremo lo sujetas a un palo y luego colocas una botella vacía en el suelo.

Desde una distancia adecuada, y como con una caña de pescar arrojas el anillo i tiras tratando de embocarlo en el cuello de la botella

Cada uno de los participantes podrá tener tres chances y habrá un premio estímulo para los que embocuen los tres tiros. El juego puede realizarse con varias parejas, aumentando el número de botellas y palos,,



## ASPIRANTES A ARTISTAS

Este juego es muy interesante y entretenido y además nos sirve para , conocer qué tan buenos somos para el arte.

Cada uno de los participantes, por turno irán registrando varios tipos de emociones, tal como si estuvieran en el escenario de un teatro lleno de espectadores. Realizaremos escenas de amor, alegría, dolor ,espanto enojo, admiración, etc.

Un jurado que ha sido establecido de antemano calificará al mejor o mejores intérpretes.

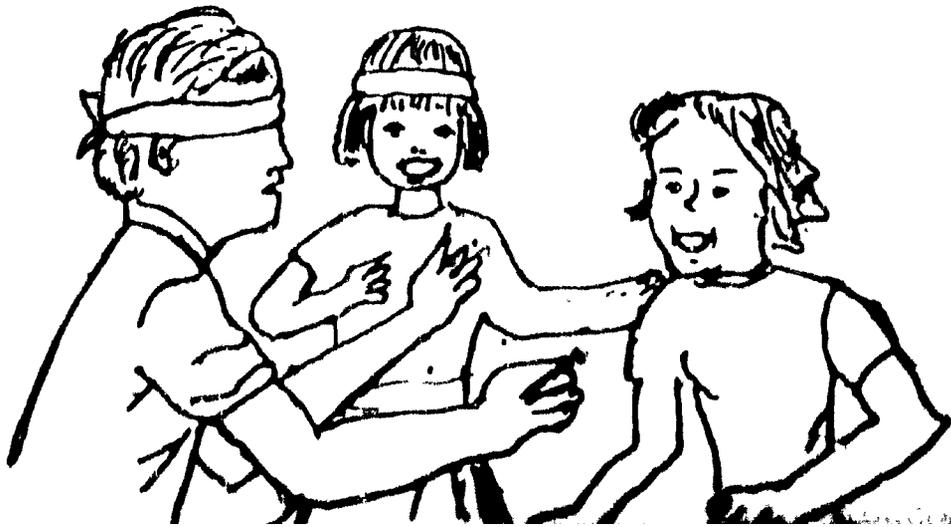


## ¡ ELIGIENDO PAREJAS !

En un baile i con los ojos vendados es una encantadora diversión.

Todas las damitas forman un círculo  
 El director del juego venda a los  
 varones y por turno, los hace girar  
 varias veces en medio del círculo,  
 para desorientarlos. Y cada uno de  
 ellos se dirige a probar su suerte  
 en la elección .En esta oportuni -  
 dad todos la tuvieron; y es de es-  
 perar que los que repitan el proce-  
 dimiento la tengan ta bien.

\*\*\*\*\*



A ESTRECHARNOS  
LAS MANOS.

Sí, a estrecharnos las manos... pero con los ojos vendados.

Este entretenimiento es muy divertido. Se empezará por formar parejas y una persona se encargará de vendarles los ojos y ubicarlos en extremos opuestos de la habitación, frente a frente.

A la orden de listos, ya, empezarán las parejas desde cada lado, con el propósito de estrecharse la mano derecha. Mientras tratan de hacerlo, nadie debe alterar el silencio, para que no puedan orientarse las equivocaciones nos producirán gran hilaridad.

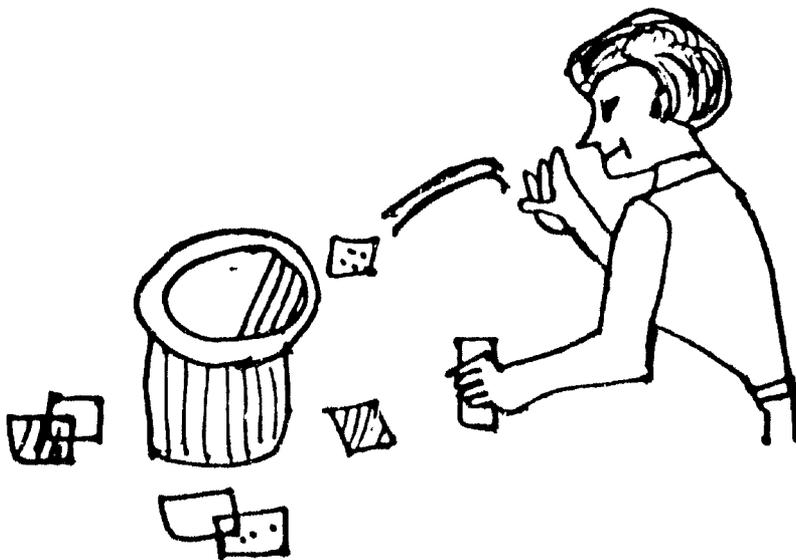




Este es un jueguito que no nos cansará mucho y también muy divertido.

Consiste en colocar un sombrero a determinada distancia claro está que con la copa hacia hacia hacia abajo los participantes nos arrodillaremos y con un juego de naipes cada uno y a su turno no trataremos de embócar las cartas en el sombrero como en el popular juego del sapo.

Aparte de divertirnos mucho, comprobaremos que la cosa no es tan sencilla como parecía.



Este es un juego muy viejo, pero no por ello menos divertido.

Se hace con cinco jugadores y se elige un lugar amplio, disponiendo cuatro de los niños en los cuatro ángulos de una habitación, si se juega en un espacio abierto, en cuatro lugares equidistantes, marcados por alguna señal: un farol, un portón, un árbol etc.

Colocados así los niños, el quinto queda naturalmente sin puesto y se sitúa en el centro. Entonces los otros cuatro deberán intercambiarse los puestos entre sí, aprovechando para ello que el niño del centro esté más o menos distraído. Esto será bastante difícil, porque precisamente el cometido de éste consiste en estar alerta a aprovechar los desplazamientos de los otros cuatro para ocupar uno de los sitios que dejen libres momentáneamente. Cuando lo haya conseguido, el niño que pierde el sitio o puesto sustituye a éste y vuelve a comenzar el juego.



## CARACTERISTICAS DE LA ANIMADORA

1. Adaptabilidad
  - Ajusta los planes a los padres individuales y a las habilidades del niño
  - Ajusta los planes y acciones a situaciones nuevas
  - Ajusta horario a acomodar las necesidades de la familia
2. Autosuficiencia
  - Lleva a cabo sus tareas con poca supervisión
  - Cumple con sus obligaciones a tiempo constantemente
3. Entusiasmo
  - Muestra interés, energía y dedicación a las tareas
4. Iniciativa
  - Inicia las acciones necesarias por cuenta propia
5. Distancia Emocional
  - No se complica personalmente con las familias
  - No lleva los problemas a su casa
  - Mantiene sus propios problemas, inhibiciones separadas del empleo
6. Integridad
  - Es honrada en los tratos con los demás
7. Fuerza
  - Muestra fuerza física además de fuerza emocional y aguante
  - Puede ser firme, incluso enfadado cuando es necesario
  - No se asusta en situaciones poco corrientes
8. Conocimientos de Si Mismo
  - Es conciente de sus límites en aguantar presiones
  - Puede comunicar sus necesidades propias
  - Puede reírse de si mismo
9. Buen Modelo para las Familias
  - Tiene buena reputación de la comunidad, buen modelo para las familias
  - Buena apariencia, ordenada y aseada
  - Interesado en enriquecer su propio conocimientos

10. Simpática
  - Nace amigos con la familia, establece relaciones con adultos y niños
  - Muestra energía, interés, no lástima
11. Respeto Mutuo
  - No impone valores a las familias
  - No permite que la familia se le impone valores
  - Mantiene la confidencialidad de las relaciones
  - Respeto la intimidad de la familia
12. Alimenta la Independencia
  - Reconoce y enfatiza las fuerzas de la familia
  - Alimenta la autosuficiencia de la familia
  - Fomenta la confianza de si mismo en la madre, sentido de valor
13. Planea Cooperativamente
  - Implica a la familia a establecer las metas, hacen planes juntos
14. Una Comunicación Efectiva
  - Puede comunicar al nivel de los padres y al nivel del niño
  - Puede comunicar las necesidades de la familia a profesionales
15. Diplomática
  - Indica problemas con respeto y consideración, crítica constructiva
  - Habla y actúa apropiadamente sin ofender
16. Organización
  - Sabe organizar su tiempo
17. Expresión
  - Sabe expresarse claramente por escrito y oralmente
18. Experiencia
  - Puede participar en problemas para evitarlos
  - Trata efectivamente con la comunidad, no se siente intimidada
  - Puede evaluar con precisión las necesidades de la familia
19. Conocimientos
  - Tiene conocimientos básicos de los principios de desarrollo infantil
  - Comprende educación en el hogar, alzando el papel de los padres como los primeros educadores

- Tiene conocimientos de salud y principios de la nutrition y seguridad
- Puede proporcionar técnicas educativas para la casa y sabe utilizar los materiales existentes en la casa
- Sabe como incluir a los padres en las actividades educacionales del programa

**CHAPTER V**

**TRAINING FOLLOW-UP**

## Training Follow-Up

### A note to the trainer:

With the completion of the training follow-up, the trainer's direct responsibility to a program comes to a close. The program staff have been trained, are involved in field experience and would now benefit from an additional concentrated training experience designed to help them improve the quality of the services they provide. This additional training is the focus of the follow-up: providing input that is specific to a program's needs so that the staff can work toward self-improvement.

This chapter is designed to help the trainer effectively follow-up on a training. The process presented represents the optional follow-up. Time, budget restraints or other problems may prohibit following the entire process. The trainer should set priorities for the follow-up, balancing carefully the program needs and restraints.

The PRONOEI-BH training model helps to put the purpose and process of the training follow-up into perspective. It would be useful to review the training model presented in the introduction of the manual.

## Training Follow-up

### 1. The Technical Report

The technical report serves to report training outcomes to appropriate personnel and should be prepared immediately following each Pre-Service Training.

#### 1.1. Contents of the Technical Report

- 1.1.1. OBJECTIVES-A statement of the General Objectives of the training
- 1.1.2. LEGAL DIRECTIVES-A statement of the legal directives for the training
- 1.1.3. EDUCATIONAL ZONES-The educational zones affected by the training
- 1.1.4. SCHEDULE-A statement of the length, daily schedule and the location of the training
- 1.1.5. PARTICIPANTS-A description of the participants of the training, their educational and experiential levels and the age range
- 1.1.6. ORGANIZATION-List all agencies, organizations and personnel responsible for organizing and carrying-out the training
- 1.1.7. FINANCING-A financial breakdown of the costs of preparation and carrying-out the training should be included
- 1.1.8. DOCUMENTS DISTRIBUTED-List all handouts, worksheets or other material provided to the participants during the training
- 1.1.9. ACADEMIC PROGRAM-Include a copy of the academic program that corresponds to the training

- 1.1.10. EVALUATION-Each method of evaluating the participant should be described. Tests and worksheets should be attached. Practical experiences should be included. Evaluation results should be presented.
- 1.1.11. ACHIEVEMENTS-Based on the evaluation results, individual and group strengths should be presented. Also include general observations.
- 1.1.12. DIFFICULTIES-Also based on the evaluation results, individual and group weaknesses should be identified. Also include general observations.
- 1.1.13. SUGGESTIONS-List here suggestions for working on weakness identified. Ideas should be aimed at the Master Teacher and should be complete enough that she will be able to develop plans for implementing ideas during the field experiences.
- 1.1.14. ANEXES-Include copies of all handouts, worksheets, daily agendas used during the training

## 1.2. Sending out the Technical Report

Once prepared, copies of the report should be sent to your direct supervisor, each responsible organization and to each Master Teacher involved in the training.

## 2. Program Follow-up Visit

Between 2 and 4 months after the program has begun its implementation, the trainer should visit the program.

### 2.1. REVIEW DOCUMENTATION-

- 2.1.1. Before the visit: review the technical report to be able to determine during the visit whether or not progress has

been made during implementation. Notify Master Teacher of visit dates.

- 2.1.2. During the visit: review a sample of each Home Teacher's Home Visit Record to determine percentage of visits made, problems encountered. Review a sample of each Home Teacher's Curriculum Plan to see if planning is appropriate. Review the Child Progress Records to determine progress, identify problems. Also review Curriculum Plan-Child Cluster to verify appropriate planning, child and parent involvement.

## 2.2. Make Home Visits

- 2.2.1. If possible, make one home visit with each Home Teacher. If not, select visits based on documentation review. Master Teacher should be observed during a home visit.
- 2.2.2. Take notes on all observations. Provide feedback to the individual observed immediately following the visit.

## 2.3. Meet with the Master Teacher

- 2.3.1. Discuss your general observations
- 2.3.2. Discuss home visit observations
- 2.3.3. Discuss training needs identified by Master Teacher

## 3. Preparing the Follow-up Training

The Program Follow up Visit will have provided sufficient information for preparing the final training. Use the notes from observations and the discussions with the Home Teachers and the Master Teacher while setting objectives and designing the training.

- 3.1. Prepare the Academic Program - see Chapter 3

- 3.2. Prepare the Daily Agenda - see Chapter 3
  - 3.3. Prepare the necessary handouts and worksheets - see Chapter 3
  - 3.4. Follow procedures outlined in Chapter 3 for approval of the Academic Program, Daily Agenda, Handouts and Worksheets.
4. Carrying out the Follow-up Training
- 4.1. Review Chapter 3 on training techniques and methods
  - 4.2. Utilize available resources. The programs Master Teacher can serve as a valuable resource during the training. She knows her staff well by this point. Utilize her for presentations and for individualizing the information to each Home Teacher's needs.  
- Personnel from the NEC, the Medical Post, etc. should be utilized for specific purpose presentations. Be sure however, that these presentors have an understanding of the program and the way the Home Teacher will use the information they present. This will help the presentors prepare their presentation so that it is relevant to the needs of the program.
  - 4.3. As much as possible, presentations should zero in on an identified program need. Information should be specific, practical, and presented in a way that will aid transfer of the information to the field setting. General information and broad, all encompassing topics should be considered "icing on the cake," not the thrust of the training.
  - 4.4. Remember - follow-up training experiences provide the Home Teacher with a break from their normal work routine. This dual purpose of the training should be kept in mind: it serves as an intensive learning experience and as a vacation from the normal routine. Balance the learning with opportunities for the Home Teachers to enjoy themselves and one another. Sessions should be structured

and serious, but enjoyable too. If possible, arrange an outing with the group. Encourage interaction and group sharing. The follow-up training should revitalize the Home Teachers. New, improved skills with fresh enthusiasm will have a strong effect on the programs' success.