

# Child Care – Adapted Version

## Teaching Strategies

This section includes teaching strategies to assist with implementing the Child Care Adapted module and materials to provide background knowledge to introduce terms and concepts to students before proceeding with kit activities.

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A.	Suggested Order of Implementation
B.	Data Collection Procedures
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### **A. Suggested Order of Implementation**

This kit has been created with several interactive components to teach students how to complete each activity. The following is the suggested order of implementation for activities in the kit:

1. Complete introductory activities (Background Knowledge activities, Worksheets 1-4 and introduce Vocabulary Boards and Cards – see Tab A)
2. Give students the PowerPoint Pre-test (see Pre-test instructions in Tab B, PowerPoint is on CD). The Pre-test should be given one-on-one; conduct a baseline trial (see Data Collection Procedures in Section B).
3. Teach students vocabulary using Time Delay (see Time Delay procedures in Section D).
4. As a group, have students watch the “First Look” PowerPoint, stopping for each activity.

For each activity:

5. Model: As a group, look at the Student Instructions PowerPoint (or use the printed book if necessary). To ensure student understanding, ask comprehension questions and discuss vocabulary.
6. Video Modeling: As a group, watch the video model of the activity being completed (on DVD at end of binder).

7. Lead: Provide students a Visual Schedule of the activity. Have them tell you what steps need to be completed to complete the activity. The teacher will complete the activity using the kit materials in front of the students.
8. Test: Individually, each student will use the Visual Schedule to complete the activity. Depending on material availability, this may need to be done one at a time or in small groups (collect intervention data- see Data Collection Procedures).
9. Continue step 7 until the student masters the steps in the activity.  
NOTE: Steps 4-7 can be completed multiple times if necessary for activity mastery.
10. Give students the PowerPoint Post-test (see Post-test instructions in Tab B – the Post-test should be given one-on-one).

## **B. Data Collection Procedures**

There are two methods of collecting key data for the module: 1) Pre-Post Test and 2) Data Sheets.

### **1. Pre-Post Test**

The Pre-Post test is provided in a PowerPoint format (on the CD in the binder). The adapted Interactive Pre-Post Test is designed to give students with deeper challenges an opportunity to demonstrate learning by employing the Errorless Learning technique, long supported in research as an effective way to address the unique needs of learners with more severe disabilities. See Tab B for instructions on administering the test.

### **2. Data Sheets**

Data Sheets track progress for students as they complete each activity. It is likely that many students completing this Adapted version of the kit will require multiple trials to master any given activity.

You can collect baseline data in the first column of each Data Sheet by asking the student with whom you are working to complete the activity prior to instruction. To avoid frustration, you can simply provide the task direction (e.g., “Swaddle the baby.”). Allow the student time to initiate and complete each step. If a step is not completed in time (see System of Least Prompts procedures) or correctly, you can stop the session and provide general behavior praise (e.g., “Thanks for trying.”). All steps not completed in time, not completed correctly, or not attempted would be marked incorrect and no credit would be given. Make sure you mark the Data Sheet with a “B” for the condition.

After instruction on each activity, data should be recorded each time the student attempts to complete the activity. For each step of the task analysis, you will give

the student time to initiate and complete it (see System of Least Prompts procedures). Mark the Data Sheet with the level of prompt the student required to complete each step. You can use the key provided on the Data Sheet, or you can select your own level of prompts. You will determine appropriate prompt levels based on student characteristics and task difficulty. For example, gestures are inappropriate prompts for many students with autism; they typically imitate the gestures when used. Make sure you mark the Data Sheet with an “I” for the condition.

You will need to decide if you want to count the number of independent steps completed or points earned. Counting the number of independent steps is easy: you simply add the number of “I”s on the Data Sheet. Adding points takes a little more time: you assign a point value to each level of prompt (independent always gets the most points; the most intrusive prompt selected always gets zero points). While our ultimate goal is always complete independence, it is not always realistic. If you graph points earned, you can show smaller increments of progress. For example, if a student starts out requiring full physical prompts, and ends up completing the task with all auditory prompts, graphing the number of independent steps completed correctly will show no progress. Graphing the points earned for each level of prompt will show great progress.

The Data Sheets can be modified to meet your needs. For example, there is a hierarchy of prompts included in the key:

Key:

I = independent  
G = gesture  
A = auditory/verbal  
V = visual/picture  
M = model  
PP = partial physical  
FP = full physical

Some prompt levels may not be appropriate for specific students or activities. You can change the levels of prompts your students receive. If you do this, you will also need to alter the point values.

Typical point values:

I = 6  
G = 5  
A = 4  
V = 3  
M = 2  
PP = 1  
FP = 0

So, if you were to select a few prompts, it might look like this:

I = 3

A = 2

M = 1

PP = 0

There is also a place for anecdotal notes to use as needed.

## **C. Curriculum Components**

### **Visual Schedule**

A Visual Schedule is provided for each activity in the kit. Students use the Visual Schedule after they have been instructed on how to complete the activity. The Visual Schedule is a great tool for students who require some assistance, without having an adult prompt them thru each step of the activity. The Visual Schedule can be used in a number of ways (modified, as needed):

1. The students can use the Visual Schedules to independently complete the activities, checking off each step after they complete it.
2. The students can use the Visual Schedules as an interest inventory. There is a place at the end of the Visual Schedules for students to indicate how they think they did and if they liked the activity. Used in this way, the Visual Schedules become a self-monitoring checklist where students can work independently to complete the activities.

Modifications may be necessary, depending on student characteristics and activity difficulty. For example, on the Visual Schedules there are words and pictures for each step. For students that can read, the pictures may not be necessary. Some students may find it cumbersome to stop after each step to check off that they have completed it. These students might just complete the “how did I do?” section.

### **First Look (Tab B)**

The “First Look” component introduces the terms and concepts to students before they perform kit activities. Introduce the First Look At Child Care: Adapted Version to the students. This interactive tool is provided in two formats: 1) as a PowerPoint on the CD, and 2) as a book in the binder. The First Look at Child Care: Adapted Version can be viewed by students individually or in a group, and can be viewed in its entirety, or in sections, depending on the needs of the teacher and the pacing of the class. Students can return to this book periodically throughout the unit. This is an especially effective activity for students able to use a switch on a computer. Even when showing the material to a group of students, the switch-user can be the one “in control” and empowered by the ability to advance the PowerPoint slides for the rest of the students.

### **Student Instructions**

These instructions provide the step by step directions for students to follow to complete kit activities. The instructions list the materials needed from the module to complete the activities and follow along directly with the Video Modeling component (see below).

### **Vocabulary Boards and Vocabulary Cards - (Tab A)**

These provide an excellent way to introduce the vocabulary associated with this unit to students who are in the pre-reading and emergent-reading stages of learning. They can also be used with students for whom communication is a challenge. They can be laminated and used repeatedly. Students wishing to use these to assist with communication may point to the desired word on the Vocabulary Board, or hand the selected Vocabulary Card to the teacher or assistant.

### **Introductory Worksheets – (Tab A)**

Worksheets are provided throughout the module to reinforce learning. The Worksheets 1-4 (in Tab A) are excellent introductory activities to the Child Care Unit, and can be used as reinforcement or extra practice at any time during the unit. Do not hesitate to make several copies of the worksheets and assign them to students more than once. After a student “masters” a worksheet, another chance to shine is sometimes a good idea. What follows are Teacher Directions to Worksheets 1-4.

Worksheet 1: This worksheet helps students with discrimination. After the student is introduced to the items in the kit, this worksheet can be used as a follow-up. The directions tell the student to circle the pictures of the babies or children in each box. The teacher, paraprofessional, or peer helper can indicate each box in turn, and ask the student to identify each picture, then evaluate it as belonging to the category of “babies and children” or “not babies or children.” Students unable to use a writing utensil may point, use a stamp, or indicate the correct choice in another way.

Worksheet 2: This worksheet gives students the opportunity to process the names of typical items used in child care. This activity can be used after the students have been introduced to the items in the kit, and can introduce or reinforce vocabulary. A word bank of items with both picture and word is provided at the top. The words appear above each item so that as the student points to the picture, the corresponding label can be seen, enhancing the literacy value of the exercise. Have students point to each item across the top, beginning with the baby bottle on the left and proceeding sequentially across the page, identifying each item. Lead the students to find the corresponding items below and write the word below the item. Student who are able can write the correct word on the lines provided, using the words at the bottom as a word bank or use other options:

- Students can cut out the words and glue them on the correct lines
- Students can point to indicate a choice to a teacher or helper
- Students can verbally indicate, or indicate with eye gaze, the correct choice.

Worksheet 3: This worksheet combines literacy experience with scanning, matching and choice making. Students are presented with familiar items that are related to Child Care, and are asked to scan left-to-right in the same row to find the same item. As they are able, students can read the choices. The words are presented above the pictured objects to enhance the active literacy value. As students point to the pictures, the words to be read can be seen. Students unable to read are still exposed to the written words. Students are asked to find and circle the item that is the same in the cue box. Students unable to use a writing utensil may point, use a stamp, or indicate the correct choice in another way.

Worksheet 4: This worksheet provides comprehension experience to emerging readers. The definition on the left is to be paired with the appropriate word/picture cue on the right. The teacher or a helper should read the definition to non-readers, who follow the directions to match the sentence with the correct choice. If desired, this page can be laminated, and 5" lengths of yarn stapled to the ends of the sentences. The students can then match the yarn to the correct answer.

### **Video Modeling**

A video model of each activity is provided on a DVD in the binder. The video can be used in a couple of ways. Prior to completing the activity, students can watch the video in its entirety as a group or independently. This strategy has been effective in teaching a variety of chained skills to students with disabilities. However, sometimes videos that become lengthy can take several sessions to master. Some students respond better to video prompting or video chunking. To make the video models into prompts or chunks, simply show a single step (prompt) or several steps (chunk), pause the video and have the students complete the portion just viewed. When those steps are complete, have the student watch the next step(s). Repeat this until the entire task analysis has been completed.

The video model can be used as an instructional tool or as a visual prompt in the system of least prompts.

## **D. Teaching Strategies: System of Least Prompts and Time Delay**

### **System of Least Prompts**

A chained task is a task that involves multiple steps (tasks that can be task analyzed like washing hands). When teaching a chained task, one evidence-based strategy to use is System of Least Prompts (SLP). System of Least Prompts uses a hierarchy of prompts from least to most intrusive.

The steps for using SLP are:

1. Task analyze the skill.
2. Select the prompts to include in the hierarchy. Teachers can select two or more prompts from the following list: gesture, auditory/verbal, visual/picture, model, partial physical, full physical. The prompts selected will depend on skill difficulty and student ability.
3. Get the attention of the student.
4. Provide the task direction.
5. Wait the pre-determined amount of time.
  - a. select a time to initiate each step (usually 3-5 seconds).
  - b. select a time to complete each step (will vary, depending on the activity and specific steps). *(if you don't know how long to give, you might watch a same-age peer perform the step and double that amount of time).*
6. If the student initiates and completes the first step, you can let student continue or provide verbal praise.
7. If the student fails to initiate the first step –OR- initiates the first step, but fails to complete it in the pre-determined amount of time, provide the first prompt.
8. If the student initiates and completes the first step, you can let student continue or provide verbal praise.
9. If the student fails to initiate the first step –OR- initiates the first step, but fails to complete it in the pre-determined amount of time, provide the second prompt.
10. This continues for each level of prompt until the student has completed the step.
11. This continues for each step in the task analysis until the entire task has been completed.
12. Collect and graph data.
  - a. you can graph number of steps completed independently.
  - b. you can graph points earned (this will show smaller increments of progress); for points earned, you will assign points to the levels of prompts (e.g., Points Earned: I=6; G=5; A=4; V=3; M=2; PP=1; FP=0 – Independent will always be given the maximum number of points; the most intrusive prompt will always be given a 0).

### ***System of Least Prompts Example***

There are a lot of activities in this kit that require chained tasks to be completed (e.g., worksheets, activities). This is an example of how to use SLP to teach an activity (this specific example will be for a student learning how to swaddle the baby):

1. Task analyze the skill (this has already been done for you on the Data Sheet and Visual Schedule).
2. Select prompts: auditory, model, full physical.
3. Gain attention: "Are you ready?" or "Show me you are ready by sitting in your chair."
4. Provide task direction: "Swaddle the baby."
5. Wait the pre-determined amount of time.
  - a. 3 seconds to initiate.
  - b. 10 seconds to complete.
6. Student initiates step 1 (gathers materials) within 3 seconds and completes it within 10 seconds; teacher lets student continue to step 2.
7. Student does not initiate step 2 (washing hands) within 3 seconds.
  - a. Teacher provides an auditory prompt "Wash hands."
  - b. Student complies and washes hands within 10 seconds.
  - c. Teacher provides verbal praise "Great job washing your hands."
8. Student initiates step 3 (spread blanket on table) within 3 seconds and completes it within 10 seconds; teacher lets student continue to step 4.
9. Student does not initiate step 4 (Fold one corner down about 6").
  - a. Teacher provides auditory prompt "Fold one corner down about 6".
  - b. Student does nothing for 3 seconds.
  - c. Teacher models folding one corner down.
  - d. Student does nothing for 3 seconds.
  - e. Teacher provides a full physical prompt of folding the corner of the blanket down (ensuring the student completes the step correctly).
  - f. Teacher allows student to complete step 5 (Lay baby on blanket with head near folded corner).
10. This same procedure continues until all steps of swaddling the baby are complete.
11. Record data on level of prompt for each task in the task analysis.
12. Graph number of steps completed independently or points earned.
  - a. for number of steps completed independently, count the number of steps with an "I" and graph that number.
  - b. for points earned, assign each level of prompt chosen a point value. For this example, it would be I=3; A=2; M=1; FP=0.



## Time Delay

A discrete skill is one that has a definite beginning and end. Examples of discrete tasks include identifying words, finding a correct answer on a worksheet, or stating an answer to a question. When teaching a discrete skill, one evidence-based strategy to use is time delay. Time delay involves a delay between the teacher direction and the prompt.

The steps of the time delay procedure are:

1. Select a prompt that will ensure the student will get the answer correct every time. This will vary by student, depending on task type and student ability; the same prompt selected will be used for the entire activity. Prompts to choose from include: gesture, auditory/verbal, visual/picture, model, partial physical, full physical.
2. Get the attention of the student.
3. Provide the task direction.
4. Wait the pre-determined amount of time.
  - a. first 1-3 trials should be conducted at a 0-second delay, where the prompt happens immediately after the task direction.
  - b. after 0-second delay trials, all sessions will be conducted at that pre-determined amount of time (usually 3-5 seconds, longer if the skill requires it).
5. If the student gets the answer correct *before* the pre-determined amount of time, provide behavior specific praise.
6. If the student gets the answer incorrect *before* the pre-determined amount of time, remind to wait, repeat the task direction, and provide prompt.
7. If the student waits, provide the prompt.
8. If the student gets the answer correct *after* the prompt, provide behavior specific praise (less than if they got it correct before the prompt).
9. If the student gets the answer incorrect *after* the prompt, repeat the task direction, and provide prompt.
10. If the student does not provide an answer before or after the prompt, repeat the task direction, and provide prompt.
11. Collect and graph data. Only graph correct responses *before* the prompt.

### ***Time Delay Example***

There are several activities in this binder that require a discrete response (e.g., worksheets, vocabulary cards). This is an example of how to use time delay to teach vocabulary words (this specific example will be for a student who is nonverbal, learning the word pacifier):

1. Select prompt level: model (the teacher will need his or her own copy of the materials for this level of prompting).
2. Gain attention: "Are you ready?" or "Show me you are ready by sitting in your chair."
3. Provide task direction: "Touch pacifier."
4. Wait.
  - a. Trials 1-3: teacher immediately models touching pacifier on his or her own vocabulary board.
  - b. Trials 4+: teacher waits 5 seconds.
5. Student gets it correct *before* the prompt: "Great job, you touched the pacifier."
6. Student gets it incorrect *before* the prompt: "Remember, wait if you don't know. Touch Pacifier;" teacher models touching pacifier on his or her own vocabulary board.
7. The student waits; teacher models touching pacifier on his or her own vocabulary board.
8. The student gets it correct *after* the prompt: "Yes, that is the pacifier."
9. The student gets it incorrect *after* the prompt: "Touch Pacifier;" teacher models touching pacifier on his or her own vocabulary board.
10. Student does not provide an answer before or after the prompt: "Touch Pacifier;" teacher models touching pacifier on his or her own vocabulary board. *(if this does not result in an appropriate response, there is either a behavioral issue or the prompt selected is not appropriate and the teacher needs to move to a more intrusive (e.g., physical) prompt).*
11. Collect data on each trial.
12. Graph number *correct* before the prompt.

### **E. Introductory Activities - Background Knowledge**

Students with more severe disabilities require more in-depth background knowledge and support to access concepts. After introducing the Vocabulary Boards and Cards and introductory worksheets 1-4, the teacher may wish to introduce additional background knowledge activities as outlined below. The hands-on format will be extremely appropriate for these learners, and the opportunities to repeat ideas, vocabulary, and actions are keys to their learning process.

Teachers working with this population will likely encounter students who are non-verbal or who are unable to produce a verbal response. Do not assume that these students

can't understand the material. In many cases, the receptive abilities of the students will surprise us. Dignify the students' participation by proceeding as if each student can understand every vocabulary word, activity, and concept. Use appropriate vocabulary whether or not students are able to respond.

*Use these ideas to further break down instruction of tasks.*

- **Hand washing**

Keeping hands clean is an excellent personal habit to cultivate. Persons who work with babies and children must be particularly meticulous in hand washing. Have students wash hands using soap. Stress that "soaping up" is an important part of the hand washing process. It is not enough to merely wet hands and rinse off soap; friction is required to deal with germs. A truly clean practice is to wash and rinse hands, then dry with a paper towel, and turn off the water using the paper towel *after* hands are dry. Employees who work with children wash their hands any time they change a diaper, help a child in the restroom, groom, eat, use the restroom, blow their nose, or touch their face.

- **Cleaning surfaces**

An important part of the child care worker's day is spent sanitizing surfaces. Sanitizing tables, toys, diaper changing tables and bathroom facilities is very important, especially in a large day care facility, where multiple children share space. Students should practice these skills that have to do with cleaning surfaces:

- **Gloves**

Putting on gloves can pose a unique difficulty for students with deeper challenges. Lower or higher muscle tone and a general lack of coordination can turn this common practice into quite a trial. However, skin sensitivity to harsh cleaning chemicals, and the real risk of contamination when cleaning surfaces makes this an important skill to develop.

Tips for putting on gloves:

1. Before trying to put on a glove, gather the open end and blow into it, inflating it like a balloon. This will minimize the tugging necessary to stretch the glove over the skin.
2. Before the student puts fingers in the glove, pinch all the finger tips together. (This is the same motion the French make when they kiss their fingertips before saying, "Magnifique!") Slide the bunched fingertips into the glove, making sure to match up glove thumb with the real thumb. After the glove is part-way on the hand, instruct the student to spread the fingers out. The fingers should then align with the fingers of the glove, as the student pulls the glove down with the other hand.

3. If the student is tying on an apron as well, it is best practice to tie the apron BEFORE putting on gloves. Otherwise, the glove fingers get tangled in the apron strings.

- **Wring it 'til it pops**

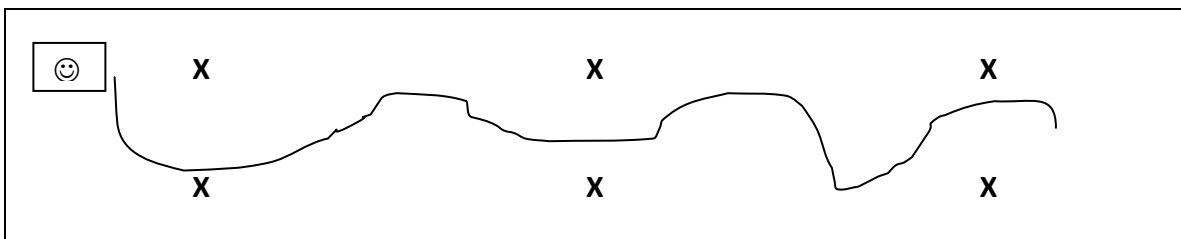
A basic skill involved in many cleaning tasks is wringing out a sponge or cloth. For students with low muscle tone or other physical challenges, the following activity can assist with understanding how much hand pressure is required to squeeze water out. Obtain several sheets of bubble-wrap, preferably an 8x8 square or similar size. Show students how to gather the sheet in both hands, then twist each hand in opposing directions, squeezing and wringing with enough pressure to make the bubbles pop. After several successful "popping sessions," graduate to a bucket of water or mild solution and an actual sponge or cloth. Have the student submerge the sponge or cloth, then while holding over the bucket, gather in both hands and twist each hand in the opposite direction, wringing out the liquid.

- **Two Squirts!**

Spray bottles can pose a unique trial to some students with deeper challenges. When the motor skill of operating a spray bottle is mastered, introduce the more subtle skill of spraying the appropriate amount of liquid. Too little liquid will not provide enough solution to clean properly, too much will produce a bigger mess. In most cases, two squirts of cleaning solution is a good starting amount.

- **Sequential cleaning I**

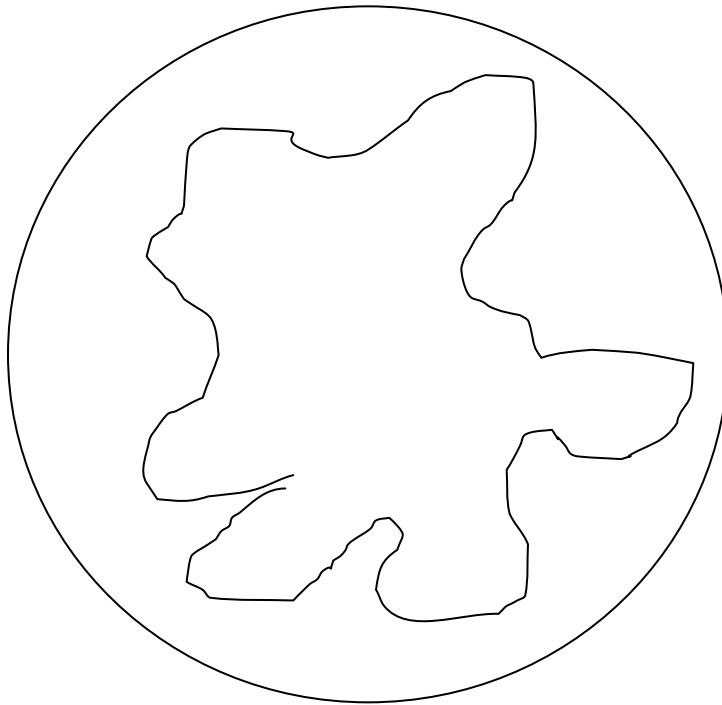
Introduce the concept of cleaning sequentially and thoroughly. With a dry-erase marker, draw a "smiley face" and mark several X's on the surface of a table in the pattern below. Follow up with a few wavy lines down the length of the table. Direct the student to spray two squirts on the face and on each X.



Provide the student with a cleaning cloth, and direct him or her to begin wiping at the smiley face, and work from right to left, then up and down, cleaning the face and the X marks and the lines off the table.

- **Sequential cleaning II**

This works well with a round or square table or surface. With a dry-erase marker, mark several random lines. Have the student dip a cloth in a prepared bucket with water mixed with a weak cleaning solution and wring out the cloth. Direct the student to wipe completely around the perimeter of the table, and then in the center. The student will need to wipe thoroughly enough to eradicate the marks.



## **F. Online resources**

The following are sites that have many premade activities to use with lessons on child care. Websites are constantly changing and moving. These sites were active at the time of printing, but there is no guarantee they will be available when you attempt to use them. The use of any search engine, such as [www.google.com](http://www.google.com), is a quick and easy way to find appropriate resources for students of varying ability levels.

There are not many educational sites directly addressing child care at an age appropriate level.

Other sites:

<http://www.khake.com/page77.html> Several lesson plan links related to childcare  
<http://www.lessonplanspage.com/OImportanceOfChildcareForParents.htm>  
<http://thegreenguide.com/reports/product.mhtml?id=45&sec=2> Info about cloth vs disposable diapers, other related information  
<http://www.borntolove.com/404page.html> Diapering info  
[http://www.babycenter.com/0\\_how-to-bathe-your-baby\\_37.bc](http://www.babycenter.com/0_how-to-bathe-your-baby_37.bc)  
[http://www.healthinfotranslations.com/pdfDocs/070790\\_How\\_Bathe\\_Newborn\\_So-SOMALI\\_finals.pdf](http://www.healthinfotranslations.com/pdfDocs/070790_How_Bathe_Newborn_So-SOMALI_finals.pdf) PDF on how to bathe a baby in English & Spanish  
<http://www.youtube.com/watch?v=bMR5rd5X0NM> YouTube Video on bathing a baby  
[http://www.expertvillage.com/video/30985\\_bathe-baby-sponge-bath.htm](http://www.expertvillage.com/video/30985_bathe-baby-sponge-bath.htm) video on sponge bathing a baby  
<http://www.howcast.com/videos/265-How-To-Give-a-Baby-a-Bottle> video on giving a baby a bottle  
<http://video.about.com/fatherhood/Feed-a-Baby-With-a-Bottle.htm> video of a father teaching about giving baby a bottle

Be sure to check with your local high schools for available materials – fellow teachers & media specialists. Local hospitals and day care facilities may have training materials they can share. Don't forget to check your local library.