

# Design Document

## Substitute Childcare Provider Training

for

## ALL BY MYSELF Family Childcare Center

January 18, 2014

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# Project Description and Goal Analysis

## **History/Background**

ALL BY MYSELF Family Childcare Services is a home-based, privately owned and operated business established in 2001. The business is a subsidiary of Tyemar Associates, LLC, located in Hunterdon County, New Jersey. The program provides a loving, nurturing, pleasant, and safe environment for children ages 0 (infant) to 10 years old. The owner has been the sole care provider for the children enrolled in the program. Since its establishment, "All By Myself" has served eighteen children in total, the maximum at any given day being five. Throughout its existence, the establishment has enjoyed excellent reputation from its clients, both from the children and their respective parents/guardians.

## **The problem and the instructional solution**

One of the most important factors parents consider in choosing a Family Childcare service is the reliability and dependability of the service provider. Parents want to be assured that the childcare service provider will be available throughout the contracted business operation days/hours. In almost all cases, the parents that chose ALL BY MYSELF have had full time jobs from which they could not take time off without advance planning. Which means that if the childcare provider has to close the daycare for some reason (other than for planned vacations and holidays), the parents have to make alternative childcare arrangements. For some parents making alternative arrangements means relying on grandparents or other relatives to care for their children. For others it means putting their children in a totally new childcare environment. And for most, it means taking unplanned time off from work, which most employers are not so keen on. In all cases, parents are frustrated and inconvenienced, the children and the alternate provider will need to adjust to the alternative arrangement, and the childcare provider at ALL BY MYSELF feels guilty and uncomfortable about putting clients in such situations. While the childcare provider makes every attempt to provide uninterrupted service during the contracted business days and hours, there are times that necessitate the closing of the childcare establishment. For example, the provider may need to attend professional courses, visit a doctor, attend to emergency family matters, and deal with a number of other unforeseen circumstances. To avoid service interruption and maintain a positive client relationship (both with parents and children) the owner of ALL BY MYSELF wants to employ one or two substitute childcare providers who would travel to the establishment and care for the children in the absence of the primary childcare provider. As a result the owner of ALL BY MYSELF, who is also the Instructional Designer will be

creating a 1 to 2 hours course to train the substitutes on carrying out the childcare duties. The instruction will be a Face-to-Face session at ALL BY MYSELF establishment (the home of the owner). The Face-to-Face training session will incorporate presentation slides (Power Point and/or Prezi). Relevant videos will also be considered.

## **Goals**

Upon completion of the training, the learner will be able to:

1. Describe the set-up of ALL BY MYSELF Family Childcare center
2. Perform the daily routines and activities
3. Follow the safety rules and procedures to ensure the safety of the children and the childcare provider
4. Carry out the established procedures for proper hygiene
5. Respond to Emergency situations effectively

# Learner Analysis

## General Characteristics

The audience for the instruction unit comprises females between the ages of 25 to 50, who are physically, psychologically, and emotionally capable of caring for young children. They enjoy working with and caring for young children, and generally exhibit a responsible, mature, calm, and alert personality traits.

## Specific Entry Characteristics

**Work Experience:** The targeted audience has basic childcare skills for the targeted age group (0 to 10 year olds). The basic skills include: changing diapers properly, proper positioning (and/or holding) of babies during feeding, and/or sleeping, placing and removing children onto and off of high chairs, properly placing children in cribs and/or playpens, recognizing when a child is in distress of some sort. Some of the learners have experience working at a larger, commercial based, childcare centers while others gained experience through parenthood. The family childcare setting however, is new to all. The design will therefore, heavily focus on the specific daily routines, activities, and operation of the “All By Myself” family childcare setting rather than on learning the detailed level (how to) of caring for young children. The design will however, embed these basic skills in the training of the daily routines and activities.

**Education:** The targeted audience has completed high school, and some have completed college as well. They can all read, write, and speak sufficient level of English for the training, have basic computer skills (creating and sending emails, browsing the internet), and are CPR and First Aid certified.

## Learning Styles

The nature of the content and context of this training, not the learner’s preferred learning styles, determine the teaching approach. The training utilizes verbal, text, and visual representation of tasks, followed by hands-on, physical demonstration of those tasks. The learners will have to follow established procedures to accomplish daily tasks and activities at the family childcare center. Therefore, individual learning styles will not be considered in the design.

**Ethnic/Cultural Background**

The learners have culturally diverse backgrounds. The instruction will take into consideration the different attitudes and beliefs of the learners towards childcare from these various backgrounds.

**Learning with Disabilities**

Not applicable for this instruction.

# Contextual Analysis

## **Instructional Context**

The instructional context “provides information about the physical environment and scheduling of training.” (Morrison, Ross, Kalman & Kemp, 2013, p. 13). The training will be conducted at (All By Myself) family childcare center. As the entire center (property) is utilized for providing childcare services, the instructional context will be the entire property: all the indoor and the outdoor space. Trainees will be walking around the center, with the trainer showing and explaining where things are (indoors, outdoors), and which tasks of the daily childcare activities are to be performed where. The training will be conducted during the daytime with sufficient lighting indoors and outdoors. If necessary, lighting indoors could be easily adjusted. There will be no distracting noises that could not be controlled (appliances, telephone, running water, crying child). There will be brief sessions of “sitting-down” lecture format that will take place at the center’s “playroom” area. A 60” round-table of adjustable height, along with chairs and a computer will be set up. It is anticipated that during the first part of the training (15 to 20 minutes), the children at the center will be part of the training, as part of the introductions. If this is not feasible (children for some reason could not participate) the introduction part will be in the form of showing pictures of the children along with their names. The instructional context is ideal for a maximum of 3 students per session. All equipment and supplies required for the training is at the center (cribs, toys, books, outdoor play equipments, highchairs, appliances, etc.). Directions to the center will be distributed to the trainees in advance, and they will transport themselves to the center. There is ample space for parking. Housing accommodations is not applicable for this training.

## Task Analysis Section – (Topic Analysis)

### **1. Getting Familiar With The Childcare Center Setting/Environment**

- 1.1. Meeting the children
- 1.2. The Indoors
  - 1.2.1. Eating area
  - 1.2.2. Playroom
  - 1.2.3. Napping Rooms
  - 1.2.4. Bathroom
  - 1.2.5. Kitchen
- 1.3. The Outdoors
  - 1.3.1. Front yard and patio
  - 1.3.2. Backyard and patio
  - 1.3.3. The Woods

### **2. Daily Routines/Activities**

- 2.1. Arrival Procedures
- 2.2. Settling In
- 2.3. Activities for Toddlers
- 2.4. Activities for Infants
- 2.5. Meal Preparation
- 2.6. Nap (sleep) Procedures
- 2.7. School Bus Arrival
- 2.8. Homework Help
- 2.9. Personal Time for Care Giver
- 2.10. Daily Report Recording
- 2.11. Departure Procedures

### **3. Safety Rules and Procedures**

- 3.1. Safety Rules and Procedures for Indoors
  - 3.1.1. Playtime
  - 3.1.2. Nap time
  - 3.1.3. Meal time
  - 3.1.4. Diaper changing
  - 3.1.5. “Potty” time
  - 3.1.6. Proper use of childcare equipment
- 3.2. Safety Rules and Procedures for Outdoors
  - 3.2.1. The outdoors temperature
  - 3.2.2. Playing in the sandbox
  - 3.2.3. Playing in the yard
  - 3.2.4. Playing with water
  - 3.2.5. Walking in the woods
  - 3.2.6. Rules about the driveway
  - 3.2.7. Rules about staying “together”
- 3.3. Rules Regarding Visitors



- 3.4. Rules Regarding the Safe Releasing of Children to Authorized Guardian/Persons
- 3.5. Safe Multi-Tasking Procedures
  - 3.5.1. Defining “multi-tasking”
  - 3.5.2. Staying calm
  - 3.5.3. Applying safe multi-tasking procedures

#### **4. Proper Hygiene Procedures**

- 4.1. For Caregiver
- 4.2. For Children
- 4.3. Disposal of Used Diapers
- 4.4. Sanitization of Used Surfaces, Toys
- 4.5. Cleaning of Meal Preparation and Eating Area
- 4.6. General Cleanliness of The Facility

#### **5. Emergency Management**

- 5.1. Define “Emergency”
  - 5.1.1. Emotional Crisis (temper tantrums, apparent distress)
  - 5.1.2. Illness (flu, stomach virus, high fever, unusual lethargy)
  - 5.1.3. Any Life-Threatening Symptoms (fainting, seizure, choking)
  - 5.1.4. Noticeable or Suspected Injury From a Fall
  - 5.1.5. When Parents Could Not Be Reached
  - 5.1.6. Danger On The Premises Other Than Fire
  - 5.1.7. Substitute Provider Emergency
- 5.2. Fire/Smoke Evacuation Procedures
- 5.3. Children’s Emergency Contact Information & Procedures
- 5.4. Contacting the Primary Childcare Provider
- 5.5. Administering Medication
- 5.6. Administering First Aid or CPR

# Topic Analysis Concept Map



# Instructional Objectives

## **Goal 1 – Describe the set-up of ALL BY MYSELF Family Childcare center**

1. Correctly identify each child by: name, age group, and one other personal characteristic
2. Accurately locate the outdoor space and equipment designated for childcare activities
3. Accurately identify the indoor space and equipments designated for childcare activities

## **Goal 2 – Perform the daily routines/activities**

4. Adhere to the established routines/activities' schedules with at least 70% accuracy
5. Explain the children's arrival (drop-off) and departure (pick-up) procedures
6. Propose 2 strategies in maintaining a positive attitude when conducting the daily activities
7. Discuss at least 2 approaches to fostering a "feel at home" environment

## **Goal 3 – Follow the established proper hygiene procedures**

8. Justify the importance of maintaining proper hygiene as defined in the childcare center's policy
9. Using a Multi-Surface Disinfectant, demonstrate the proper method of sanitizing the indoors playing area, including the toys
10. Properly clean up the meal preparation and eating area

## **Goal 4 – Ensure the safety of the children and the childcare provider**

11. Explain the safety rules and procedures pertaining to the care provider with at least 80% accuracy
12. Explain the safety rules and procedures pertaining to the facility with at least 80%
13. Explain the safety rules and procedures pertaining to the children with at least 90%
14. Propose at least two safe multi-tasking strategies to simultaneously respond to the individual needs of two children

## **Goal 5 – Respond to Emergency situations effectively**

15. Recognize an "emergency" situation
16. Demonstrate Fire Evacuation procedures according to the childcare facility's guidelines
17. Describe the established "emergency" management procedures with at least 90% accuracy

# Instructional Sequencing

The nature of the content for this instructional unit best aligns with the temporal sequencing scheme; the “orderly sequencing of steps” (Morrison, Ross, Kalman, & Kemp, 2013, p. 126). The instruction will be presented in a logical order starting with familiarizing the learner to the childcare facility, then to the activities, hygiene procedures, safety precautions, and emergency management.

The table below represents the sequencing strategy for each objective in each goal. The objective numbers are in parentheses.

Sequence	Description	Goal & Objective
1	Show the designated indoor space and equipments	1 (3)
2	Show the designated outdoor space and equipments	1 (2)
3	Introduce the children (or show pictures of)	1 (1)
4	Describe the daily routines/activities	2 (4)
5	Describe the arrival and departure procedures	2 (5)
6	Describe the safety rules and procedures pertaining to the facility	4 (12)
7	Describe the safety rules and procedures pertaining to the children	4 (13)
8	Describe the safety rules and guidelines pertaining to the childcare provider	4 (11)
9	Propose 2 strategies to maintaining a positive attitude while conducting the daily activities	2 (6)
10	Discuss at least 2 approaches to fostering a “feel at home” environment	2 (7)
11	Explain the center’s policy for maintaining proper hygiene	3 (8)
12	Demonstrate sanitizing/cleaning the indoors playing area	3 (9)
13	Show the proper method of cleaning up the meal preparation and eating area	3 (10)
14	Discuss safe multi-tasking strategies	4 (14)
15	Define “emergency” situations	5 (15)
16	Explain the center’s “emergency” management procedures	5 (17)
17	Explain the Fire Evacuation procedures	5 (16)

## Instructional Strategies

Instructional Objectives	Objective Categories	Initial Presentation & Generative Strategy
1. Correctly identify each child by name, age group, and one other personal characteristic	Facts	Introduce children to students or show pictures Describe each child's personality, preferences, and any special considerations Allow rehearsal by showing pictures and asking students to identify the child and to state the personal characteristic of the child
2. Accurately locate the outdoor space and equipment designated for childcare activities	Facts	Show students the designated space Allow rehearsal by asking student to point to the specific area.
3. Accurately identify the indoor space and equipments designated for childcare activities	Facts	Show students the designated indoor space and equipments by walking around the facility. Allow rehearsal by asking students to point to specific areas and equipment.
4. Adhere to the established routines/activities' schedules for at least 70% of the time	Concept	Describe the routines/activities and their respective schedules (what activity takes place at what schedule timeframe) Ask students to share their strategies to stay on schedule
5. Explain the children's arrival (drop-off) and departure (pick-up) procedures	Facts	Verbally along with presentation slides, explain the procedures Demonstrate the procedures Allow rehearsal by directing learners to walk-thru the procedures and to take notes
6. Propose 2 strategies in maintaining a positive attitude when conducting the daily activities	Attitude	Explain the importance of maintaining a positive attitude Give examples of or model what a positive attitude might mean (show video and/or images) Present a scenario and have students role play demonstrating a positive attitude
7. Discuss at least 2 approaches to fostering a "feel at home" environment	Attitude	Explain the importance of making children "feel at home" Give examples of what it might mean to "feel at home" Present a scenario and have students role play fostering a "feel at home" environment

Instructional Objectives	Objective Categories	Initial Presentation & Generative Strategy
8. Justify the importance of maintaining proper hygiene as defined in the center's policy	Facts	<p>Discuss the center's proper hygiene policy</p> <p>Explain the instances that necessitate proper hygiene</p> <p>Explain the methods of following proper hygiene</p> <p>Demonstrate the procedures</p> <p>Allow practice by soliciting additional instances of and methods of proper hygiene</p>
9. Using a Multi-Surface Disinfectant, demonstrate the proper method of sanitizing the indoors playing area, including the toys	Procedure	<p>Verbally explain the procedure</p> <p>Show the procedure</p> <p>Allow rehearsal by asking students to demonstrate the procedure</p>
10. Properly clean the meal preparation and eating area	Procedure	<p>Verbally explain the procedure</p> <p>Show the procedure</p> <p>Allow rehearsal by asking student to demonstrate the procedure</p>
11. Explain the safety rules and procedures pertaining to the care provider with at least 80% accuracy	Rule	<p>Verbally and with presentation slides, explain the safety rules and procedures that apply to the care provider while on duty. Explain why the rules are important</p> <p>Solicit student input (concerns, agreement, additional insight)</p> <p>Allow rehearsal by asking student to state rules</p> <p>Allow practice by asking student to explain the procedures of following the rule to another student (partnering)</p>
12. Explain the safety rules and procedures pertaining to the facility with at least 80% accuracy	Facts	<p>Verbally along with presentation slides, explain the safety rules and procedures the care provider will need to follow while on duty. Explain why the rules are in place.</p> <p>Solicit student input (concerns, agreement, additional insight)</p> <p>Allow rehearsal by asking student to state rules</p> <p>Allow practice by selecting one area of the facility and asking student to explain the safety procedures for that area (playroom, kitchen, etc.)</p>

Instructional Objectives	Objective Categories	Initial Presentation & Generative Strategy
13. Explain the safety rules and procedures pertaining to the children with at least 90% accuracy	Rule	<p>Verbally along with presentation slides, explain the safety rules and procedures pertaining to the children the care provider must follow while on duty. Explain why these rules and procedures are essential.</p> <p>Solicit student input (concerns, agreement, additional insight)</p> <p>Allow rehearsal by asking student to state rules</p> <p>Allow practice by asking student to explain the reasons for the stated rules</p> <p>Allow practice by pairing up students to role play applying the rules and procedures to a given scenario</p>
14. Propose at least two safe multi-tasking strategies to simultaneously respond to the individual needs of two or more children	Concept	<p>Verbally along with presentation slides, explain “multi-tasking” in the family childcare context</p> <p>Show example (video or live-demo)</p> <p>Allow rehearsal by asking student to demonstrate their strategies</p>
15. Recognize an “emergency” situation	Concept	<p>Using slide presentations, present a list of “emergency” situations applicable to the setting</p> <p>Allow for group discussion of the “emergency” list and solicit comments that reinforce the concept</p> <p>Ask students to differentiate between life-threatening and non life-threatening emergency</p>
16. Demonstrate Fire Evacuation procedures according to the childcare facility’s guidelines	Procedure	<p>Show the Exit routes</p> <p>Hand students the Evacuation Plan diagram</p> <p>Verbally along with the Evacuation Plan diagram (slide presentation and printed text) explain the exit procedures</p> <p>Allow time for students to memorize the procedures by reading and by looking at the diagram</p> <p>Allow students to practice the procedure</p>
17. Describe the established “emergency” management procedures with at least 90% accuracy	Facts	<p>Verbally along with some form of flowchart slide or printed material, describe the procedures</p> <p>Allow time for students to review the material (chart, printed text)</p> <p>Allow rehearsal by asking students to describe a given emergency’s management procedure.</p>

## Reference

Morrison, G. R., Ross, S. M., Kalman, H. K., & Kemp, J. E. (2013). *Designing Effective Instruction*. (7<sup>th</sup> ed.). (pp. 13, 126). Hoboken, NJ: John Wiley & Sons, Inc.