PITC ACTIVITIES

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THE PROGRAM FOR INFANT/TODDLER CAREGIVERS

Key Concepts: Parent Partnerships

Module: IV
Topic: Protective Urges
Type: Games/Puzzles
Group Size: Large Group
Time: 10-20 minutes (based on length of discussions)

Purpose:

To actively introduce and process the meaning of the key PITC concepts related to building partnerships with parents.

What you will need:

Participant Materials	Trainer Materials	Equipment
The following handouts: :: Working with Parents in Respectful, Responsive Partnership: Philosophy and Key Concepts	:: Answer key on transparency or handout	:: Overhead Projector :: Screen

Directions:

Note: This activity is intended to be part of the introduction to, and provide information that is the foundation for, the PITC topic of Protective Urges.

Part 1: Word Association

1. Invite participants to brainstorm word associations and/or descriptions for the following terms:
   a) partner
   b) co-specialists
   c) personal understanding of the child
   d) protective urges
2. Record their responses on easel paper. Participants could be invited to serve as recorders, making them more active participants.
3. Point out that these are key terms in looking at partnerships with parents and we will be looking at them and using them during the workshop. We will use many of them as we explore the underlying philosophy and key concepts in effective partnerships with parents.

Part 2: Fill in the blank

1. Refer participants to the handout, Working with Parents in Respectful, Responsive Partnerships: Philosophy and Key Concepts.
2. Point out the words in the box at the bottom of the page. Explain these are the words that will be used to fill-in-the-blanks in the Philosophy and Key Concepts.
3. Read the sentence under Philosophy and ask participants to insert the word “partners” in the blank.
4. Using the instructor’s answer key, read and insert the missing words in each key concept.
5. Invite/encourage discussion of each key concept as you go along.

Variations:

:: During arrival, invite participants to discuss and guess which words go in which blanks, filling them in using pencils so answers can be changed.

:: Create an additional overhead with the words in quotes on the Answer Key handout to use with Directions Part 1, #1.

Links to Head Start Program Performance Standards:

Includes but is not limited to:

:: 1304.40(d)(1) through 1304.40(e)(3) Parent involvement, including responsiveness to parents' expressed needs; welcome as visitors; parents included in curriculum; supporting family members, sharing concerns.

:: 1304.21(a)(2)(i) Parent involvement in curriculum and the approach to child development and education.

Activity Developed by:

Cheri Longaker, PITC Certified Trainer

Source Material:

WestEd. (1995). The Program for Infant Toddler Caregivers Trainer's Manual *Module IV: Culture, Family, and Providers*. Sacramento, CA: California Department of Education.

Lally, J.R. (Executive Producer/Content Developer/Writer), Mangione P.L. (Content Developer/Writer), Signer, S. (Content Developer/Writer), & Butterfield, G.O. (Producer/Editor). (1996). *Protective urges: Working with the feelings of parents and caregivers* [Videotape]. United States: The Program for Infant/Toddler Caregivers (Developed collaboratively by the California Department of Education and WestEd).

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Working with Parents in Respectful, Responsive Partnerships
Philosophy and Key Concepts

PHILOSOPHY
The quality of care for infants and toddlers in group setting is greatly influenced by the degree to which parents and caregiver see themselves as _____ in the care and nurturing of the child.

KEY CONCEPTS

1. To establish and maintain such a partnership, both the caregiver and the parents need to see themselves as "_____" in the service of the child's health and well-being.

2. This allows them to share each other's special _____ in order to:
   -expand _____ and

   -find ways to _____.

3. Parents who are _____ in their child care program are more likely to perceive their care providers as

   _____ .

4. It is through a feeling of partnership that parents gain a feeling of _____ in the child care program and the child's caregiver(s).

5. This feeling of confidence is then sensed by the child, promoting her or his feelings of:_____ and _____ in the child care setting

Choices to fill in the blanks:	involved
partners in the rearing of their child	knowledge
meet the child's need	partners
their personal understanding of the child	co-specialists
comfort	security

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Instructor's Answer Sheet

Working with Parents in Respectful, Responsive Partnerships
Philosophy and Key Concepts

PHILOSOPHY

The quality of care for infants and toddlers in group setting is greatly influenced by the degree to which parents and caregiver see themselves as _**partners**_____ in the care and nurturing of the child.

KEY CONCEPTS

6. To establish and maintain such a partnership, both the caregiver and the parents need to see themselves as _____**"co-specialists"**_____" in the service of the child's health and well-being.

7. This allows them to share each other's special __**knowledge**_____ in order to:
   -expand ___**their personal understanding of the child**___ and

   -find ways to _**meet the child's needs**_____.

8. Parents who are __**involved**_____ in their child care program are more likely to perceive their care providers as _**partners in the child rearing process**__ .

9. It is through a feeling of partnership that parents gain a feeling of _**confidence**_ in the child care program and the child's caregiver(s).

10. This feeling of confidence is then sensed by the child, promoting her or his feelings of:_**comfort**_____ and __**security**__ in the child care setting

Choices to fill in the blanks:	involved
partners in the rearing of their child	knowledge
meet the child's need	partners
their personal understanding of the child	co-specialists
comfort	security

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Fill-in-the-Blank Answer Key

Working with Parents in Respectful, Responsive Partnerships

PHILOSOPHY

"partnership"

KEY CONCEPTS

1. "co-specialists"

2. "special knowledge"
   "their personal understanding of the child"
   "find ways to meet the child's needs"

3. "involved"
   "partner in the rearing of their child"

4. "comfort" and "security"

Program for Infant/Toddler Caregivers
Transparency

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