Building Healthy Relationships with Effective Communication

Co-trainer Guide
This material was sponsored by the New York State Office of Children and Family Services, funded by the federal Child Care and Development Fund and administered by the Professional Development Program, Rockefeller College, University at Albany
Co-trainer Guide:
“Building Healthy Relationships with Effective Communication”
Thursday, April 12, 2018
6:45 PM - 9:15 PM

Before the evening of the webcast:

- Attend the Co-trainer webinar on Tuesday, April 10, 2018 from 1 to 2 PM.
- Prepare your computer for webcasting. Test equipment on Tuesday, April 10, 2018 from 2 to 4 PM.
- Read through and follow all policies and procedures as outlined in this Co-trainer Guide.
- Verify you have received all necessary materials.
- If materials are missing, please contact the Early Childhood Education and Training Program (ECETP) at (518) 442-6575 or Jennifer Strange jstrange@albany.edu or Sarah Iacobacci siacobacci@albany.edu.

During the webcast please fax, phone or email participant questions to:
Fax: 518-442-6650
Phone: 518-474-3171
Email: webcast_questions@albany.edu

Please remind providers to “like” us on Facebook and subscribe to our YouTube channel so they can receive ECETP updates!
“Building Healthy Relationships with Effective Communication”
Thursday, April 12, 2018
6:45 PM - 9:15 PM

Moderator

Christine Priest

Expert on Tape

Holly Elissa Bruno
Team Builder and Keynote Speaker

Live Panelist

Aaron Ivchenko
Trainer with Child Find of America
## Agenda *(Times are approximate)*

<table>
<thead>
<tr>
<th>Time</th>
<th>On-site:</th>
<th>Broadcast:</th>
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<tbody>
<tr>
<td>6:45</td>
<td><strong>Seating, On-site Registration, &amp; Formulating Questions</strong></td>
<td><strong>News to Use</strong></td>
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<td></td>
<td>This video segment will inform participants of updates to the Child and Adult Care Food Program (CACFP) meal patterns, provide information on the Pyramid Model, and highlight training opportunities.</td>
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<td>6:55</td>
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<td><strong>Program Open &amp; OCFS Welcome</strong></td>
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In addition, Holly Elissa Bruno explains how a relationship built on emotional intelligence can lead to effective problem solving strategies, and why conflict is necessary when attempting to solve a challenge. Venting strategies are also explored.

**On-site:** Activity: Avoiding and Facing Conflict
During this activity participants illustrate how they avoid or face conflict and have the opportunity to share commonalities with others at the site.

**8:00 Segment 4:** Conflict Avoidant Strategies & Traps, and the End of the Day
Broadcast: During this segment Aaron Ivchenko outlines specific conflict avoidant strategies caregivers can use to foster caring relationships, as well as common conflict traps caregivers may unknowingly perpetuate – making communication difficult. Aaron Ivchenko also discusses strategies for communicating sensitive information including developmental concerns.

In addition, both Holly Elissa Bruno and Aaron Ivchenko discuss best practices for the “end of the day,” including helpful policies and procedures to assist caregivers and families in a smooth pick-up.

**On-site:** End of the Day Case Study
After watching a short case study participants have the opportunity to apply the release time crisis procedure explored during the previous segment to the case study.

**8:40 Segment 5:** Additional Resources
Broadcast: During this segment OCFS Child Care Licensor James Pettinato discusses additional OCFS forms and resources that assist both caregivers and families in communicating and locating vital information. Other early childhood resources, including the Pyramid Model, are also highlighted.

**9:00-9:15 Segment 6:** Post-test & Program Closing
Broadcast: During this segment there is a 1-minute countdown clock until the post-test begins. Each test question and 3 answer choices will appear on the screen and are read by a narrator. After all 10 questions and answer choices are read the entire sequence is repeated.

**On-site:** Post-test, Survey (“As a result of this videoconference, I will…”) & Participant Reaction Questionnaire (PRQ)
During this segment participants complete and return to the Co-trainer their post-test, Survey (“As a result of this videoconference, I will…”), and PRQ.
On-site: Seating, On-site Registration & Formulating Questions

1. Objectives:
As a result of this activity, participants will:
- Receive all participant materials including the post-test
- Identify their expectations for the training
- Formulate questions for the panelists

2. Materials:
- Participant Materials
- Questions I Have form
- PRQ
  - In order for accurate reporting, each participant must clearly and precisely fill out their PRQ. Additional writing or scribbling may void the document and jeopardize training credit.
- Post-test
  - In order for accurate reporting, each participant must clearly and precisely fill out the document and sign and date the attestation statement at the bottom of the post-test in order to receive training credit. Additional writing or scribbling may void the document and jeopardize training credit.
- Survey (“As a result of this videoconference, I will…”)  
  - You may distribute this with all other materials or wait until the conclusion of the training.

3. Directions for Activity:
   a) Welcome and check-in participants using the prepared registration list.
   b) Distribute and ask participants to review the Participant Materials. Include any additional resources you brought.
   c) Introduce yourself and share something about your background or experience as it relates to the topic.
   d) Communicate housekeeping details including location of bathrooms and exits, as well as “house rules” (smoking areas, clean-up duties or other expectations).
   e) Elicit participant’s expectations for the training. For example you may say:
      “Good evening and welcome to tonight’s webinar: “Building Healthy Relationships with Effective Communication.” What expectations do you have for tonight’s training? What do you hope to learn?”
   f) Record participant’s expectations on a flip chart or wipe-off board.
   g) Encourage participants to generate questions for the panel using the Questions I Have form. For example you may say:
      “It is important to us that tonight’s training answer as many of your questions as possible. Take the next few minutes to formulate a question based on your expectations for tonight’s training using the Questions I Have form. We’ll fax, phone or email your questions to the panel to be answered throughout the training.”
   h) Select an expectation from the list and demonstrate how it can be turned into a question. For example:
      Participant expectation: I want to know how to problem-solve without getting into an argument.
      Question: What are some effective problem-solving strategies?
      Participant expectation: I want to learn more about how to control my emotions when frustrated.
**Question:** How can I control my emotions so I do not get frustrated?

4. **Activity Wrap-up:**
   a) Transition to the webcast. For example you may say:
      
      "*If your question is not answered tonight, someone from the Early Childhood Education and Training Program will follow up with a response so please remember to include your name and a phone number or e-mail address on the Questions I Have form.*"

   b) Fax, phone or email participant questions to:
      - Fax: 518-442-6650
      - Phone: 518-474-3171
      - Email: webcast_questions@albany.edu

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**Segment 1: Emotional Intelligence**

This segment will focus on:
- Describing emotional intelligence (brain functioning, humor, decision making, etc.) and its role in building healthy relationships
- Sharing tips on how to cultivate a positive licensor-provider relationship using emotional intelligence, including building trust and being authentic

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**On-site: Activity: Support Systems**

1. **Objective:**
   As a result of this activity, participants will identify people in their personal and professional lives, as well as within their community, that can provide on-going emotional support and assistance.

2. **Materials:**
   - Pen/pencil
   - Participant Materials, page 4

3. **Directions for Activity:**
   a) Ask participants to list people in their support system specific to the categories listed on page 4 in the Participant Materials.
   b) If time allows, encourage participants to share the people that make up their support system and why.

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**Segment 2: Nonverbal Communication**

This segment will focus on:
- How emotional intelligence can assist in reading nonverbal communication
- Examining information and emotions communicated through body language including the conveyance of mixed messages
On-site: Activity: Nonverbal Communication Case Study

1. Objectives:
As a result of this activity, participants will be able to:
- Identify some of the nonverbal actions and verbal messages they may be unknowingly demonstrating to children, including the act of gossiping (this will tie into the next segment)

2. Materials:
- Pen/pencil
- Participant Materials, page 5

3. Directions for Activity:
   a) Encourage participants to watch the case study closely and re-read the scenario on page 5 in the Participant Materials if necessary.
   b) Ask participants to complete the questions on page 5 in their Participant Materials:
      a. What adult behavior might Lin have observed that gave her the idea to do this?
      b. How can adults use this knowledge to help children?
   c) If time allows, encourage participants to share their thoughts on the case study and the questions posed.

Segment 3: Creating Gossip-Free Zones & Problem Solving

This segment will focus on:
- Defining gossip and its impact on program morale and functionality
- Exploring what adult gossiping behavior teaches children about relationship building including creating friendships
- Presenting statements caregivers can use to stop gossip from spreading
- Discussing the importance of confidentiality and professionalism when using technology and social media to interact and communicate
- Discussing the role of emotional intelligence in effective problem solving including steps to take to address an issue
- Exploring the benefits of confrontation
- Illustrating productive venting strategies

On-site: Activity: Avoiding and Facing Conflict

1. Objectives:
As a result of this activity, participants will be able to:
- Identify how they avoid or face conflict and have the opportunity to explore commonalities with others at the site (this will tie into the next segment)

2. Materials:
- Pen/pencil
- Participant Materials, page 8
3. Directions for Activity:
   a) Ask participants to complete the following action:
      a. *Picture yourself in the moment before you meet with a person you have unresolved conflict with.*
   b) Next, request that participants complete the following action on page 8 in the Participant Materials:
      a. *Now, draw a picture of how you feel and/or your mental state just before you confront the person.*
   c) Then encourage participants to share their drawing with the group and identify any commonalities they share in facing or avoiding conflict.
   d) In conclusion, ask participants to document their answer to the following question on page 8 in the Participant Materials:
      a. *If you were to describe those feelings in one word or phrase, what would that word or phrase be?*

Segment 4: Conflict Avoidant Strategies & Traps, and the End of the Day

This segment will focus on:
- Outlining specific conflict avoidant strategies and conflict traps
- Discussing strategies for communicating sensitive information including developmental concerns
- Highlighting best practices for the “end of the day,” including helpful policies and procedures including a discussion on release time crisis procedures

On-site: Activity: End of the Day Case Study

1. Objectives:
   As a result of this activity, participants will be able to:
   - Apply the Release Time Crisis Procedure when crisis occur at their programs

2. Materials:
   - Pen/pencil
   - Participant Materials, page 16

3. Directions for Activity:
   a) Encourage participants to watch the case study closely and re-read the scenario on page 16 in the Participant Materials if necessary.
   b) Ask participants to complete the instructions on page 16 in the Participant Materials:
      a. *List the issues.*
      b. *Apply the Release Time Crisis Procedure and describe what you would do in this case (including what can be done to keep the children as free from stress as possible).*
   c) If time allows, encourage participants to share their thoughts on the case study.

Segment 5: Additional Resources

This segment will focus on:
- Discussing OCFS forms and resources that assist with communication
- Highlighting additional early childhood resources including training opportunities and informational videos
Segment 6: Post-test & Program Closing

The post-test will begin 1 minute after the initial program has ended. Participants should have their post-test and pen or pencil ready. If participants have completed their post-test before the post-test video begins they may hand it in, along with the Survey (“As a result of this videoconference, I will...”), and PRQ, and leave. Remind participants to leave quietly so that those who are watching the post-test are not disturbed.

Post-test questions will be shown and read aloud on the video screen and repeated a second time.

On-site: Post-test, Survey (“As a result of this videoconference, I will...”) & Participant Reaction Questionnaire (PRQ)

1. Objectives:
As a result of this activity, participants will be able to:
   a) Test their understanding of the webcast material
   b) Provide feedback through the Survey (“As a result of this videoconference, I will...”) and PRQ

2. Materials:
   • Pen/pencil
   • Post-test
   • PRQ
   • Survey (“As a result of this videoconference, I will...

3. Directions for Activity:
   a) Ask participants to complete the post-test, Survey (“As a result of this videoconference, I will...”), and PRQ.
      • In order for accurate reporting, each participant must clearly and precisely fill out the documents and sign
        and date the attestation statement at the bottom of the post-test in order to receive training credit.
        Additional writing or scribbling may void the documents and jeopardize training credit.
   b) Inform participants that “Trainer(s)/Presenter(s)” on the PRQ refers to the live panelist on set and not the Co-
      trainer(s) on site.
   c) Collect the post-test, Survey (“As a result of this videoconference, I will...”), and PRQ from participants.

4. Closing Remarks:
   Thank the participants for attending the webcast. For example you may say:

   “Thank you for your participation in tonight’s training. I hope that this session has provided you with
   valuable strategies and techniques for building healthy relationships with effective communication.
   Have a good evening.”
Policies and Procedures

As a webcast Co-trainer, you play an important role in the success of this training. Co-trainers must maintain a professional and supportive atmosphere for the training to be a valuable experience for each individual in attendance.

For each webcast training Co-trainers must prepare in advance by:

- Reviewing the Co-trainer Guide;
- Attending the Co-trainer Webinar;
- Checking to be sure there are enough materials for each registered participant and contacting the Early Childhood Education and Training Program if anything is missing;
- Gathering any additional materials/resources to enhance the on-site activities and discussion opportunities; and by
- Bringing a copy of the New York State Office of Children and Family Services Regulations for Day Care Centers (418), Family Day Care Homes (417), Group Family Day Care Homes (416) and School-age Child Care (414).
  - The regulations can be found online at www.ocfs.ny.gov.

Registration Policy

Licensed and registered child care providers receive a brochure from the Early Childhood Education and Training Program via mail or email listing webcast training opportunities for the 2018 calendar year.

Participants may register via mail, fax or online at www.ecetp.pdp.albany.edu. The Early Childhood Education and Training Program cannot accept registration over the telephone.

Registration deadline is two (2) weeks prior to the webcast training.

If a registered participant is unable to attend the training, the Early Childhood Education and Training Program asks that he or she calls us directly to cancel. Following the cancellation, we will contact the declined participants.

Roster Policy

The Early Childhood Education and Training Program will provide a roster of participants for each training based on the confirmation and declination list. The roster will be included as part of the webcast mailing and will be placed in the Co-trainer packet. Each participant must sign the roster in order to receive a certificate by mail upon successful completion of the post-test. Each page of the roster must be signed by the Co-trainer where indicated to certify that it is an accurate reflection of attendance. Please keep a copy of the roster for your records, in case there are any questions about attendance.

As part of the Co-trainer agreement, the original (not photocopied) roster must be completed accurately and returned to the Early Childhood Education and Training Program.
Seating Policy
Participants must arrive at the training site no later than 6:45 PM. The broadcast portion of the webcast begins at 6:55 PM and concludes at 9:15 PM. Seating is limited and seats will not be reserved for participants arriving later than 6:45 PM. Depending on the size of the training space, you may be able to accommodate declined and walk-in participants. This decision is up to each individual site. Using the roster, seat all registered and confirmed participants first. Ask all others to wait. Second, seat participants who are listed on the “declination list” only if you have enough room to accommodate them. Finally, seat any walk-in participants and ask them to fill out all of the necessary information on the walk-in registration form that is included in the Co-trainer packet only if you have enough room to accommodate them. The walk-in registration form must be returned to the Early Childhood Education and Training Program.

Certificate Policy
Webcast training is an adult learning experience designed to help child care providers fulfill the training requirements of the New York State Office of Children and Family Services regulations. The expectation of an adult training session is that a participant will be actively engaged in the broadcast, and the on-site activities and discussions. At the conclusion of the training, each training site’s attendees will take a written post-test consisting of ten questions. The questions on the post-test will appear on the screen and be read out loud twice. The completed post-test sheet must be signed by the attendee in the space indicated and returned to the Co-trainer. The tests will be submitted to ECETP by the Co-trainer for grading. A passing score of 70% is required. Those who pass the test successfully will be issued a certificate by mail. If the participant fails to sign both the test and the roster, no certificate will be issued. Because the test is designed to confirm the provider’s knowledge of the material covered in that particular webcast, there will be no re-testing.

Cheating Policy
It is the responsibility of the Co-trainer to ensure that an adult learning environment is maintained at all times throughout the webcast. As a result, all written post-tests should be completed independently without giving or receiving any assistance as stated by the Attestation Statement on the back of the test. If at any time the Co-trainer observes that a participant’s work is not his or her own, the Co-trainer must collect the participant’s exam and the participant should be informed that he or she will not be receiving credit for the Early Childhood Education and Training Program’s webcast.

Faxing, Phoning and Emailing Questions to the Panel Policy
Using the “Questions I Have” form provided by the Early Childhood Education and Training Program, Co-trainers may assist participants in formulating questions to ask the panel during the broadcast. In order for a participant’s question to be answered on-air, the “Questions I Have” form must be completed with the participant’s name, site number/location and a daytime telephone number.
Co-trainers must screen questions for professionalism and/or regulatory issues. The Co-trainer must address lack of professionalism and/or regulatory issues immediately.

**Children Attending Training Policy**

Webcast training is an adult learning experience; due to the sensitive nature of some of the topics *children are not permitted.*

**Inclement Weather Policy**

The policy of the Early Childhood Education and Training Program is to conduct the webcast training as scheduled, regardless of inclement weather. It is at your discretion, as a Co-trainer, to continue as scheduled or to cancel due to the weather in your area.

If you choose to cancel, immediately contact Sarah Iacobacci at 518-442-6556 or *siacobacci@albany.edu*. Then, using your registration roster, contact registered participants by phone to inform them of the cancellation.

Contact the Early Childhood Education and Training Program, the next day, to reschedule the training.

**Webcast**

In an effort to provide child care providers with high quality training the 2018 webcast training series will be presented to you via internet webcasting. In order to participate via webcast, you will need ONE of the following:

- A computer with access to the internet, a projector and speakers; or
- An HDTV that can be hooked up to a computer with internet access; or
- A smart board with internet access.

The night of the webcast:

You will use the link below to access the broadcast. This link will also be sent to you by Sarah Iacobacci in an email prior to the webcast. Be sure to click on the webcasting link that was sent to you prior to the training. This will help to ensure the link is entered correctly. If you enter the link manually it may not work correctly. **Please note:** This link will not be live until 6 PM the night of the training, Thursday, April 12, 2018.

To access the link visit: [webcast.pdp.albany.edu](http://webcast.pdp.albany.edu)

If you have any questions before the night of the webcast, please feel free to contact Sarah Iacobacci at 518-442-6556 or *siacobacci@albany.edu*.

**Technical Policy**

If you are experiencing technical difficulties on the night of the broadcast please refer to the “Preparing Your Computer for Webcasting” document sent to you by Sarah Iacobacci.
If you are experiencing technical difficulties on the night of the broadcast and are at a site that has a media or technical services representative, please use their expertise.

If you are experiencing technical difficulties on the night of the broadcast and are at a site that does NOT have a media or technical services representative, please contact the Early Childhood Education and Training Program at 518-408-3400 or 518-486-5101.

After you have contacted the Early Childhood Education and Training Program and the technical problem cannot be remedied:

1. Send participants home and let them know they will be contacted with an alternate training date.
2. Contact Sarah Iacobacci at 518-442-6556 or siacobacci@albany.edu the next day to report the technical problems and reschedule. The Early Childhood Education and Training Program will assist with technical issues and send a DVD or link of the broadcast for the rescheduled training.

Conducting training using the participant materials is not an acceptable form of training.

***Failure to comply with any of these policies may result in non-payment to the agency and/or individual.