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ABSTRACT

This final report describes activities and accomplishments of the M-TIKES (Missouri-Training Individuals to Care for Exceptional Students) Outreach Project, which used a "train-the-trainer" model to increase the number of child care providers trained to integrate children with and without disabilities. The project's major objectives were to provide child caregivers with information needed to mainstream children with disabilities into child care settings and to increase child caregivers' knowledge about child development and appropriate adaptations for children with disabilities. The project's curriculum consists of an inservice training component and an on-site collaboration and consultation component. A nine-part videotape series was also developed. The project resulted in the training of 265 child caregivers, an increase in the number of child care facilities accepting preschool children with disabilities, a replicable inservice training model, and curriculum materials. Individual sections of the report cover the following aspects of the project: goals, philosophy, description of model and participants, research, method, measures, results, and impact. Appendices include a description of each videotape, the needs assessment form, a sample training agenda, a listing of sites and facilitators trained, an inservice evaluation scale, and a form for observing caregiver behavior. (Contains 23 references.) (DB)

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ED 392 220

Missouri-TIKES  
Training Individuals to Care for Exceptional Children

OUTREACH PROJECT

FINAL REPORT

Handicapped Children's Early Education Program  
U.S. Department of Education  
Project Number: HO24D20024  
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## Abstract

### Training Individuals to Care for Exceptional Students M-TIKES

#### A Handicapped Children's Early Education Program

Robert F. Busch, Ph. D.  
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The M-TIKES (Training Individuals to Care for Exceptional Students) Outreach Project was a "Train-the Trainer" model designed to create an expanded base of persons who could successfully provide training to child care providers to integrate children with and without disabilities into child care settings using the M-TIKES curriculum. It was the intent of the project staff to determine if the model could be effectively implemented as the project distanced itself from the original site and facilitators. The project had two major objectives: the first was to provide child care givers with information needed to mainstream children with disabilities into child care settings; the second was to increase child care givers knowledge about child development, with emphasis on adapting and modifying environments and activities for children with disabilities. The training addressed typical development in children, 3-5 years of age and the identification and treatment needs of children with a variety of disabilities of the same age and their families.

The goals of the M-TIKES "Train-the Trainer" Outreach project were:

1. to provide child care providers with information needed to successfully integrate preschool children with and without disabilities;
2. to increase child care providers' knowledge about child development, with emphasis on adapting and modifying environments and activities for children with disabilities;
3. to assist child care providers to help parents learn strategies for dealing with the problems they fact on a day-today basis in their parenting role;
4. to evaluate project process and outcomes; and
5. to disseminate project model and results nationally

The project's curriculum consisted of two major components: 1) and inservice training component; and 2) an on-site collaboration and consultation component. From the interaction between these two components, an organizational helping system evolved in which the knowledge base of the M-TIKES staff merged with the experience base of the M-TIKES participants. The M-TIKES staff developed a videotape series (The Learning Together Series) with corresponding trainer and viewer guides to train child care providers. The nine part video series consist of

the following tapes: Developing Together, Planning Together, Coping Together, Moving Together, Growing Together, Playing Together, Talking Together, Reading and Writing Together, and Cooperating Together. As a result of the project's inservice training, facilitators increased their knowledge about children with disabilities and child care providers made changes in two ways: in perception of knowledge about children with disabilities and in their behaviors toward children with and without disabilities in their care.

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### Introduction

With increasing frequency, children with disabilities are being enrolled in child care facilities that historically have served only typically-achieving children. This practice, known as mainstreaming (Odom & McEvoy, 1990), is an important trend in the education and care of preschool-age children with disabilities (McWilliam & Bailey, 1994). For example, Klein and Sheehan (1987) found that 40% of the handicapped preschoolers in New Mexico who attended early intervention programs also received an average of 26 hours of child care services per week. Additionally, in a recent survey of licensed child care providers in Boone County, Missouri (Busch, Gillam, & Patterson, 1990), 33 percent of the respondents indicated that they had children in their care with identified disabilities. Out of the remaining 67% of the caregivers, 30 percent suspected that one or more of the children in their care evidenced an undiagnosed developmental disability. Yet, only 18 percent of the respondents indicated that they had any formal training about children with disabilities. If this sample of child care providers is generally representative of the overall population of caregivers (and we have no reason to suspect that they are not), then many at-risk children and children with disabilities attend child care environments that are staffed by individuals who may not know how to meet their special needs.

There is no question that mainstreaming in child care settings can be beneficial for preschool age children with disabilities. Children with disabilities are socially active to a greater extent and engage in positive interactions with peers more frequently when they are enrolled in mainstreaming child care programs (Beckman & Kohl, 1987; Strain, 1984). Children with disabilities who are mainstreamed also engage in higher-level play (Fenrick, Pearson, & Pepelnjak, 1984) and more positive social interactions (Guralnick & Groom, 1988) than children with disabilities who are not mainstreamed.

If mainstreaming in child care settings is to be maximally effective for all children, it needs to be implemented appropriately. Simply placing preschoolers with and without disabilities together in the same child care environment may have minimal effects on the development of fine motor, language, and preacademic skills (Jenkins, Odom, & Speltz, 1989; Odom & McEvoy, 1990). For example, in a study of interactions between children with and without disabilities in an integrated preschool, Beckman (1983) found that there were fewer interactions between disabled and nondisabled children when caregivers had not directly promoted integration.

Jenkins, Speltz, and Odom (1985) evaluated the effects of a "proximity model" of mainstreaming in which neither teachers nor nondisabled children were instructed to facilitate integration. They studied 36 children with mild disabilities who attended either segregated or integrated preschool classrooms. End of year testing revealed no differences between children in integrated and segregated settings on measures of cognitive, preacademic, language, and fine motor skills. These authors concluded that, if accelerated development is a goal of mainstreaming, curricula that serves to facilitate positive interactions between children with and without disabilities is needed. The potential benefits of mainstreaming are most likely to occur when positive interactions between children with disabilities, their caregivers, and their peers are actively promoted by knowledgeable child care providers (Beckman, 1983; Jenkins, Odom, & Speltz, 1989; Odom & McEvoy, 1990).

Clearly, staff development is a critical issue in effective mainstreaming (Wang, Vaughan, & Dytman, 1985). If integration of children with disabilities into mainstream settings is to be successful, staff development programs must provide ongoing training and support for staff to develop skills for modifying activities to include disabled children (Wang & Gennari, 1983). Successful integration of children with and without disabilities requires intensive staff development, including carefully planned procedures for facilitating the development of social and language behavior (Klein & Sheehan, 1987; Kontos & File, 1993). The M-TIKES project was developed in response to identified state and local personnel preparation needs. The project was a joint venture between the College of Education, Department of Special Education, and the School of Health Related Professions, Program in Communicative Disorders. The primary goal of the project was to enhance the child care providers' ability to modify and adapt the activities they were already doing in a manner that would facilitate the inclusion of children with disabilities.

### **Goals of the Project**

The goals of the M-TIKES "Train-the-Trainer" Outreach project were:

- 1) to provide child care providers with the information needed to successfully integrate preschool children with and without disabilities;
- 2) to increase child care providers' knowledge about child development, with emphasis on adapting and modifying environments and activities for children with disabilities;



- 3) to assist child care providers to help parents learn strategies for dealing with the problems they face on a day-to-day basis in their parenting role;
- 4) to evaluate project process and outcomes, and
- 5) to disseminate project model and results nationally.

### **Philosophy of the Project**

The following principles formed the basis for the M-TIKES Outreach program:

#### **Principle 1.**

We believe that services for children with disabilities should be provided in integrated rather than segregated settings. It is essential that children with disabilities be given the opportunity to work with and develop age-appropriate skills along with their normally developing peers. When interacting with their peers, young children with disabilities will observe and imitate a variety of age-appropriate behaviors, engage in communicative and social interactions and practice newly acquired skills with their peers.

#### **Principle 2.**

We believe that if mainstreaming and integration are to achieve the goal of normalization for children with disabilities, service delivery for these children must begin at an early age, and be dispersed throughout the community to maximize accessibility. In addition, services provided in a community child care setting should serve as a complement to the early intervention service that children with disabilities may already be receiving. Their participation in mainstreamed child care settings should be in addition to, rather than in lieu of, their specialized early intervention programs.

#### **Principle 3.**

We believe that no one professional group can deal competently with all the complexities of exceptional development. The interdisciplinary team concept provides the forum for collaboration among experts to provide the integration of information and professional skills necessary to help normalize the development of children with disabilities.

#### **Principle 4.**

We believe that child care, both family-based and center-based, provide opportunities to facilitate the development of children with disabilities. Serving children with disabilities in child care settings is consistent with evidence that intervention is more powerful when it occurs in the context of the child's daily routines. According to Vincent, Brown, and Getz-Sheftel (1980), "The more fully

children with disabilities needs are met through typical service delivery, the closer professionals have come to best educational practices" (p. 19).

### **Principle 5.**

We believe that with proper training child care provider can acquire the knowledge and skills necessary to facilitate and implement good intervention programs. In addition, with information and training, child care providers can develop observation skills which will assist in more accurate early identification and referral of young children with disabilities.

#### **Description of the Model and Participants**

A "Train-the-Trainer" model was designed to carry out the M-TIKES mission of training facilitators to inservice child care providers to mainstream children with disabilities into child care programs. The M-TIKES model was distinct from other integration child care special education programs in that it was based on an ecological framework (meeting family child care needs with community based resources), had a professional advisory board made up of parents and professionals, and incorporated the interdisciplinary collaborative consultative approach to training child care givers.

#### **Multidisciplinary Team**

The assumption underlying the M-TIKES Outreach model is that no one discipline had the expertise or knowledge to deal effectively with the complexities of exceptional development. The professions who developed the videotapes and manuals of the "Learning Together Series" came from different disciplines and represented a team of specialists. They had knowledge and expertise in typical and atypical child development, speech and language development, behavior management, cognitive psychology, early literacy development, motor learning, the family system, health issues and related services.

#### **Project's Curriculum**

A multidisciplinary curriculum was designed to train child care givers to mainstream preschool children with disabilities into child care settings. The curriculum of the M-TIKES "Train-the-Trainer" Outreach project had two levels: 1) facilitators were taught by the M-TIKES staff to deliver inservice training and to demonstrate on-site activities to child care providers, and 2) child care providers attended inservice training programs combined with on-site collaboration and consultation with the facilitators. From the interaction between the M-TIKES staff and the facilitators, and the facilitators and the child care providers, an organizational helping system evolved in which the knowledge base

of the project staff and facilitators merged with the experience base of the child care participants. The M-TIKES staff developed a videotape series "The Learning Together Series" with corresponding trainer and viewer guides to train facilitators to inservice child care givers in their local areas. The nine part series consists of the following tapes: Developing Together, Planning Together, Coping Together, Moving Together, Growing Together, Playing Together, Talking Together, Reading and Writing Together, and Cooperating Together. (See Appendix A).

### **Needs Assessment and Group Meeting Unit**

Once the replication sites, and coordinators were identified and confirmed, communication with all replication site coordinators led to either telephone contacts or direct on-site meetings where the M-TIKES responsibilities and responsibilities of the selected site coordinators were reviewed. Agreement was reached concerning the needs of both M-TIKES and the training sites.

Following the organizational meetings with key personnel from each replication site, a Needs Assessment was mailed to all sites just before the initial training began. (See Appendix B for a copy of the Needs Assessment). On return of the forms to the M-TIKES office, the comments were reviewed to assure that their perceived needs for information were met during the group meetings. This practice allowed the M-TIKES staff to tailor their presentations to specific problems or questions expressed by the identified agency.

The inservice training consisted of three to five day training sessions with the facilitators, and one on-site consultation visit with the agency based on agency request. The agenda for each group inservice training meeting with facilitators was very similar. (See Appendix C for a sample agenda). Each group meeting typically consisted of an introduction of facilitators and M-TIKES staff, followed by a previewing and discussion of the videotapes from the "The Learning Together Series." Manuals which accompany the tapes (Facilitator Guide and Viewer Guide) were reviewed and discussed. The staff member also demonstrated activities that child care providers could conduct to foster child development and promote interaction between children with and without disabilities. Time was allotted for facilitators to practice these activities in role-playing contexts. Once the key facilitators were trained, they in turn, conducted training meetings and on-site consultation with child care providers in community based programs in their area, including both home and center based facilities, preschool programs, and Head Start programs.

### **On-site Consultation Unit**

Built into the project was an on-site consultation to a training site at the request of the agency. Two training sites requested on-site consultation after receiving initial training. On-site consultation was requested and arranged for facilitators in Casper, Wyoming and West Palm Beach, Florida.

### **Participants Trained**

Across a 3-year period, a total of 265 child care givers were trained in the M-TIKES model. Participants were selected on the following factors: (1) licensed by the state as a child care giver; (2) willingness to participate in the project and agreement with the assumption that children with and without disabilities should be served in community based programs; (3) the agency designated a qualified coordinator; (4) the agency identified a funding source to support program operations, and (5) the agency administration agreed to participate in the M-TIKES evaluation efforts. Just as affirmative action policies were followed in the recruitment and hiring of M-TIKES staff, they were similarly applied to insure equal access for eligible participants who were members of underrepresented groups.

During Year 1 of Outreach, the M-TIKES curriculum was replicated in a "Train-the-Trainer" model at two sites: Heart of America Family Services in Kansas City, Kansas; and Iowa State Department of Education, Bureau of Special Education, Des Moines, Iowa. The training was conducted by both the Director and Co-Director of the M-TIKES Project. A total of 43 facilitators representing various private and public agencies were trained using the M-TIKES curriculum.

The training meetings for the Kansas City, Kansas area were held on October 27 and 28, and November 4, 5 and 6, 1992 at the Heart of American Family Services offices. The inservice training consisted of five full day sessions during which time all topics were discussed, videotapes were previewed, manuals were reviewed, and informational exchange was encouraged. Table 1 identifies the agencies, contact person, number of facilitators trained and the population they serve. See Appendix D for the names of facilitators trained.

The Iowa group meetings were held in Des Moines on January 20, 21, and March 17, 18, and May 5, 1993. The training consisted of 5 full day sessions. All topics were presented, tapes were previewed, manuals were reviewed and questions and comments were encouraged. Table 1 identifies the agencies, contact person, number of facilitators trained and the population they serve. See Appendix D for the names of facilitators trained.

During Year 2 of Outreach, the M-TIKES "Train-the-Trainer" model was replicated at seven sites: Casper, Wyoming; Mercer, Pennsylvania; St. Louis, Missouri; Kansas City, Missouri; Independence, Missouri; and twice in Columbia, Missouri. The training was conducted by both the Director and Co-Director of the M-TIKES Project. A total of 90 facilitators representing various private and public agencies were trained using the M-TIKES curriculum. The site selections were based on the following factors: (1) licensed by the state as a child care giver; (2) willingness to participate in the project and agreement with the assumption that children with and without disabilities should be served in community based programs; (3) the agency designated a qualified coordinator; (4) the agency identified a funding source to support program operations, and (5) the agency administration agreed to participate in the M-TIKES evaluation efforts.

The training meetings for the Wyoming Developmental Preschool Programs Association were held in Casper, Wyoming, on September 21, 22, 23, and 24, 1993. The inservice training consisted of four full day sessions during which time all topics were discussed, videotapes were previewed, manuals were reviewed, and informational exchange was encouraged. Twelve facilitators started training; however, shortly after the training sessions began, three facilitators left the project because their job assignments were too demanding to devote time to training child-care providers using the M-TIKES curriculum. Table 2 identifies the agency and location, contact person, number of facilitators trained and the population served. See Appendix D for names of facilitators trained.

The Mercer County meetings were held in Mercer, Pennsylvania on October 11, 12, and November 8, and 9, 1993. Ten facilitators were trained over four full days. All topics were presented, tapes were previewed, manuals were reviewed, and questions and comments were encouraged. Table 2 identifies the agency and location, contact person, number of facilitators trained and the population served. The names of facilitators trained can be found in Appendix D.

The St. Louis Day Care Association arranged for 16 facilitators to receive M-TIKES training. The inservice training meetings were held on October 14, 15, and November 11, 12, 1993, at the St. Louis Day Care Association's office, St. Louis, Missouri. The training consisted of four full day sessions. All topics were presented, tapes were viewed, manuals were reviewed, and questions and comments were encouraged. Table 2 identifies the agency and location, contact



person, number of facilitators trained and the population served. See Appendix D for the names of facilitators trained.

The training meetings for the Francis Child Development Institute were conducted on February 2, 3, and 4, 1994 at Penn Valley Community College, Kansas City, Missouri. Twelve facilitators attended the training. The training was completed over three days. All topics were presented, tapes were previewed, manuals were reviewed, and questions and comments were encouraged. Table 2 identifies the agency and location, contact person, number of facilitators trained and the population served. See Appendix D for the names of facilitators trained.

The Children's Therapy Center of Sedalia, Missouri, under the direction of Valerie Lane arranged for M-TIKES training with 13 facilitators representing several agencies, Head Start, Home and Centered Based Programs, from four rural communities in Missouri: Sedalia, Marshall, Jefferson City, and Camdenton. The three day training sessions were conducted on February 23, 24, and March 4, 1994 in Columbia, Missouri. All topics were presented, tapes were previewed, manuals were reviewed, and questions and comments were encouraged. Table 2 identifies the agency and location, contact person, number of facilitators trained and the population served. The names of facilitators trained can be found in Appendix D.

The Independence School District, Independence, Missouri arranged for 16 individuals to receive M-TIKES training for four days, on February 16, 17, March 9, and April 4, 1994. All topics were presented, tapes were previewed, manuals were reviewed, and questions and comments were encouraged. Table 2 identifies the agency and location, contact person, number of facilitators trained and the population served. The names of facilitators trained can be found in Appendix D.

The training meetings for the Columbia Day Care Project were held in Columbia, Missouri on April 20, 22, and 27, 29, 1994. The inservice training consisted of four full day sessions during which time all topics were discussed, videotapes were previewed, manuals were reviewed, and informational exchange was encouraged. Fourteen facilitators were trained. Table 2 identifies the agency and location, contact person, number of facilitators trained and the population served. See Appendix D for the names of facilitators trained.

During Year 3 of Outreach, the M-TIKES "Train-the-Trainer" model was replicated at nine sites: Coeur d'Alene, Idaho; Anchorage, Alaska; Martin County, Florida; West Palm Beach, Florida; Dallas, Texas; El Dorado, Kansas; Phoenix, Arizona; St. Charles, Missouri; Traverse City, Michigan. A total of 132

facilitators representing various private and public agencies were trained using the M-TIKES curriculum. The Director of the Project did all the training. The site selections were based on the following factors: (1) licensed by the state as a child care giver; (2) willingness to participate in the project and agreement with the assumption that children with and without disabilities should be served in community based programs; (3) the agency designated a qualified coordinator; (4) the agency identified a funding source to support program operations, and (5) the agency administration agreed to participate in the M-TIKES evaluation efforts.

The training meetings for the Dallas, Texas Child-care Association were held in Dallas, Texas on June 23, 24, and 27, 28, 1994. The inservice training consisted of four full day sessions during which time all topics were discussed, videotapes were previewed, manuals were reviewed, and informational exchange was encouraged. Sixteen facilitators were trained. Table 3 identifies the agency and location, contact person, number of facilitators trained and the population served. See Appendix D for the names and addresses of facilitators trained.

The training meetings for El Dorado, Kansas were held on October 6, 7, and 13, 14, 1994. Five child-care facilitators were trained using the M-TIKES curriculum. The inservice training consisted of four full day sessions during which all topics were discussed, videotapes were previewed, manuals were reviewed, and informational exchange was encouraged. Table 3 identifies the agency and location, contact person, number of facilitators trained and the population served. See Appendix D for the names and addresses of facilitators trained.

Upward Foundation, of Phoenix, Arizona, under the direction of Sharon Graham arranged for M-TIKES training with selected facilitators representing the Foundation's teachers. The two day training sessions were conducted on October 31, and November 1, 1994 in Phoenix, Arizona. All topics were presented, tapes were previewed, manuals were reviewed, and questions and comments were encouraged. Table 3 identifies the agency and location, contact person, number of facilitators trained and the population served. See Appendix D for the names and addresses of facilitators trained.

The training meetings for Family Support Services of St. Charles, Missouri was conducted on November 15, 16, and 17, 1994. Ms. Joyce Barker, Director made arrangement for 7 facilitators to be trained in the M-TIKES Curriculum. The training was completed over three days. All topics were presented, tapes were previewed, manuals were reviewed, and questions and comments were

encouraged. Table 3 identifies the agency and location, contact person, number of facilitators trained and the population served. See Appendix D for the names and addresses of facilitators trained.

Project Accept, the Child Care Resource and Referral Association of Palm Beach County arranged for the M-TIKES training in West Palm Beach, Florida on June 6, 7, and 8, 1995. Twenty-two facilitators received receive M-TIKES training. The training consisted of three full day sessions. All topics were presented, tapes were viewed, manuals were reviewed, and questions and comments were encouraged. Table 3 identifies the agency and location, contact person, number of facilitators trained and the population served. See Appendix D for the names and addresses of facilitators trained.

The North Idaho Head Start meetings was held in Coeur d'Alene, Idaho on August 28, 29, and 30, 1995. The meeting was arranged by Doug Fagerness and the M-TIKES curriculum was presented by the project Director. Seventeen facilitators were trained over three full days. All topics were presented, tapes were previewed, manuals were reviewed, and questions and comments were encouraged. Table 3 identifies the agency and location, contact person, number of facilitators trained and the population served. See Appendix D for the names and addresses of facilitators trained.

The training meeting for the Tennessee State Department of Education, under the direction of Doris Matraw was conducted on September 11, 12, and 13, 1995, in Nashville, Tennessee. Twenty-one facilitators representing several agencies, Head Start, Home and Centered Based Programs, from both urban and rural communities in Tennessee were present. During the three day training sessions, all topics were presented, tapes were previewed, manuals were reviewed, and questions and comments were encouraged. Table 3 identifies the agency and location, contact person, number of facilitators trained and the population served. See Appendix D for the names and addresses of facilitators trained.

The training meetings for the Northwest Michigan Community Coordinated Child Care Council were held in Traverse City, MI, on June 13, 14, and 15, 1994. The inservice training consisted of three full day sessions during which time all topics were discussed, videotapes were previewed, manuals were reviewed, and informational exchange was encouraged. Nine facilitators were trained in the M-TIKES model in Traverse City, MI. Table 3 identifies the agency



and location, contact person, number of facilitators trained and the population served. See Appendix D for the names and addresses of facilitators trained.

The training meetings for the Chugiak Children Services were held in Anchorage, Alaska, on September 20, 21, and 22, 1995. The inservice training consisted of three full day sessions during which time all topics were discussed, videotapes were previewed, manuals were reviewed, and informational exchange was encouraged. Fifteen facilitators were trained in the M-TIKES model in Anchorage, Alaska. Table 3 identifies the agency and location, contact person, number of facilitators trained and the population served. See Appendix D for the names and addresses of facilitators trained.

The training meeting for Florida First Start was held in Jensen Beach, Florida on September 25 and 26, 1995. Sixteen child-care trainers were trained using the M-TIKES Curriculum. During the two day training session all topics were discussed, videotapes were previewed, manuals were reviewed, and informational exchange was encouraged. Table 3 identifies the agency and location, contact person, number of facilitators trained and the population served. See Appendix D for the names and addresses of facilitators trained.

### **Research**

The research for the M-TIKES "Train-the-Trainer" Outreach model was three dimensional: (1) the M-TIKES staff were evaluated by the facilitators for effectiveness of training; (2) the facilitators were evaluated for changes in the perception of their knowledge base; and (3) the child care providers were also evaluated for changes in the perception of their knowledge base, in addition to their performance with children in their care.

#### **1. Evaluation of the M-TIKES staff**

Evaluation of the training provided by the M-TIKES staff was accomplished through an Inservice Evaluation Scale. (See Appendix E). The participating facilitators rated the training sessions using an 8-point Likert type scale with 1 being poorest and 8 being the best. Table 4 presents the site and the mean average on the Inservice Evaluation Scale for the six questions rated on the scale.

The mean ranged from a low of 6.90 to a high of 7.80 from a possible top score of 8. These data indicate that the M-TIKES "Train-the-Trainer" model is an effective way to disseminate the M-TIKES curriculum.

#### **2. Evaluation of the Facilitators**

The M-TIKES staff selected certain sites to evaluate the knowledge level of the facilitators with a pre-post test using the M-TIKES Self-Rating Scale. The

facilitators rated the extent of their knowledge in each of the nine topic areas in which they were trained. The scale was a four-point Likert type scale consisting of 37 items corresponding to the M-TIKES knowledge areas. The following categories were included on the scale: Basic knowledge of preschool children with disabilities; cognitive development; communicative development; literacy development; managing behavior; motor development; parents of children with disabilities; health care and nutritional needs of children with disabilities; and, planning for children with disabilities. Table 5 presents a simple t-test between facilitators' pre-post test scores on the M-TIKES Self-Rating Scale. Results indicated that there were significant differences across all respondents who completed the scale.

### 3. Evaluation of the Child Care Providers

A formal investigation was carried out to study the effects of inservice education about caring for children with disabilities. To determine whether the education was effective, the M-TIKES staff evaluated care giving behaviors and self-perceptions of caregivers who did and did not receive training. The staff also wanted to know whether outcomes differed for caregivers who received training under live or videotaped conditions. Videotaped training is much more economical, and can be implemented by a single trainer. If this approach was as successful as live training, it would be useful in many areas of the United States where there is limited access to multidisciplinary teams of experts who are knowledgeable about caring and educating children with disabilities.

A two-year, pretest/posttest, experimental-control group design (Campbell & Stanley, 1963) was used to compare the effects of live and videotaped training conditions and no-training conditions. The primary research questions were: (1) What effect does inservice education about mainstreaming have on child care providers' interactions with children? (2) What effect does inservice education about mainstreaming have on child care providers' self-assessment of their knowledge and abilities? (3) Do self-reports of knowledge and/or observed interactions with children differ as a function of participation in the live or videotaped presentation conditions?

## Method

### Participants

Forty child care providers who were employed in private child care agencies participated in this two-year project. During the first year, ten participants were assigned to a live presentation (LP) training group, and ten

participants were assigned to a no-presentation control group (LP controls). During the second year, ten new participants were assigned to a videotaped presentation (VP) training group, and ten other participants were assigned to a no-presentation control group (VP controls). Each of the four groups contained five individuals who were employed in home-based facilities and five individuals who were employed in center-based facilities. None of the forty participants had received previous training that concerned caring for children with disabilities.

The size of the participant's facilities varied between Six and 80 children. Most of the facilities served one or two children with disabilities, and all the participants indicated their willingness to accept children with disabilities into their care. It was not possible to equate the groups on facility size or the number or type of children with disabilities who were enrolled.

### Training

The M-TIKES curriculum was used to educate child care providers about the special needs of preschoolers with disabilities and about ways to integrate these children into their care settings. The training program combined inservice education with on-site consultation and demonstration.

During the first year of the investigation, members of the live presentation group attended eight, 90-minute group meetings which were held once each month. Each meeting concerned a different topic (Appendix A) and was conducted by a professional who had practical and research experience in that area. Seven of the presenters were university professors; one presenter was a public health nurse.

Prior to every group meeting, the inservice presenter visited the participating child care providers at their child care facilities to determine what they wanted to know about the presentation topic. Presenters prepared lectures that addressed as many of the participants' needs and concerns as possible. During the group meetings, presenters provided information about the month's topic and demonstrated two or three activities that were designed to foster interactions between children with and without disabilities.

After every group meeting, the inservice presenter conducted on-site demonstration sessions at each participant's child care facility. During these visits, the presenter consulted with child care providers about any questions or concerns they still had about the children in their care and demonstrated the care giving strategies or activities that were discussed at the meeting. Children with disabilities were always included in the demonstration sessions. In this way,

each child care provider saw how to modify and/or adapt activities that were discussed in the group meeting to the specific needs of the children they cared for.

Shortly after their workshop presentations, the presenters wrote videotape scripts that included the important content of their lectures. Film crews were sent to home- and center-based child care facilities that served children with and without disabilities to videotape scenes that corresponded to the text of the presentations. The scripts were narrated by a professional actress and the scenes were edited into a series of 20- to 30-minute videotapes (Busch, Patterson, & Gillam, 1992).

During the second year of the project, 20 new volunteers were selected to participate in the study. Ten participants were assigned to a videotape training group, and 10 participants were assigned to a no-training control group. Like year one, participants who received training attended eight monthly workshops that were followed by on-site demonstrations. There were no differences between the year one and year two control conditions. There were three primary differences between the year one and year two training conditions: (1) the eight videotapes that had been filmed, narrated, and edited during the first year were used as the primary means for presenting information during the year two workshops; (2) the eight inservice meetings were conducted by a single facilitator (the third author); and (3) all on-site visits were conducted by a graduate student assistant.

### Measures

Two criterion-referenced scales were used to assess the outcomes of training. Honig and Lally's (1973) fixed criteria scale, Assessing Behaviors of Caregivers - III, was adapted to provide a record of specific caregiver behaviors within the categories of promoting communication development, promoting cognition/play, promoting social/emotional development, promoting physical development, managing behavior (proactive and reactive management strategies), and promoting literacy. Items on the adapted scale consisted of behaviors that were discussed and demonstrated in the inservice training workshops and the on-site visits (Appendix F).

Like Honig and Lally (1973), a time sampling technique was used to record caregiver behaviors that were observed within two-minute fixed intervals within 24 minute observations. Observers sat in a corner of the child care facility and recorded care giver behaviors in columns on the protocol form. An audible beep on a two-minute timing tape alerted observers when to move to the next column of the scale. Longer intervals were necessary due to the number of behaviors that

were to be observed. A total of 80 observations were completed throughout the study.

To evaluate participant's perceptions of their knowledge, child care providers in the training and control groups completed a self-rating questionnaire before and after the treatment phase of the study. Participants rated the extent of their knowledge of 34 items that concerned basic knowledge of preschoolers with disabilities; parents and families of children with disabilities; promoting cognitive, communication, literacy, and motor development in mainstreamed settings; managing behavior of children with and without disabilities; and special health care and nutritional needs of preschoolers with disabilities. Like the observation checklist, all items on the questionnaire concerned information that was presented in the training workshops and the on-site visits. Participants used a four point Likert scale to indicate their level of knowledge about each item. The choices were: I know very little about this item and therefore need basic instruction (Level 1); I need additional assistance in order to apply my knowledge about this item to the children in my care (Level 2); I am independently competent and could apply my knowledge about this item to the children in my care (Level 3); or I have mastery level knowledge about this item and could act as a resource to others about this topic (Level 4).

Six graduate students were trained to observe caregiver-child interactions. Following 5 hours of observation training, the observers independently scored two, 24-minute videotaped samples of actual caregiver-child interactions. Point-to-point inter-rater reliability coefficients for each cell in the observation (0 = not observed, 1 = observed) ranged from 86 percent to 94 percent across the two samples, with a mean of 90 percent agreement. All observers were required to achieve intra-rater reliability of 90% or higher across three videotaped samples before they could perform the field observations. During the study, inter-rater reliability was assessed by assigning two observers to independently rate caregiver behaviors during 24 (20 percent) of the 120 observations that were conducted. Reliability observations were evenly spaced across pretraining and posttraining periods. The mean percent of point-to-point agreement between the independent raters was 94.8 percent with a range of 88.4 percent to 99.76 percent.

### Results

One goal of this study was to determine whether training resulted in changes to specific care giving behaviors. An observation checklist (Appendix F) was used to quantify pretraining and posttraining caregiver behaviors. The value



of interest was the total number of 2-minute segments during which a type of care giving behavior was observed. The dependent variables were the total number of segments observed within the categories of promoting communication development, promoting cognitive development, promoting social/emotional development, promoting physical development, proactive vs. reactive behavior management, and promoting literacy development.

A three-way repeated measures MANOVA with Group (training vs. control) and Year (1: live, 2: videotaped) as the between factors and Time of testing (pretraining vs. posttraining) as the within factor was used to analyze the observation data according to Wilks' lambda calculations (Gagnon, Haycock, Roth, Feldman, & Finzer, 1993). Significant Group  $F(1,36) = 12.325, p < .01$  and Time of testing  $F(1,35) = 36.86, p < .001$  main effects were subsumed by a significant Group x Time of testing interaction [ $F(1, 35) = 14.91, p < .001$ ]. Examination of Figure 1 indicates that the control and training groups were similar at pretest. At posttest, there in an increase in the number of observed behaviors for the training group only. The year main effect was not significant, indicating that the performance of the two control and training groups did vary reliably between year 1, when live training was provided, and year 2, when videotaped training was provided.

Follow-up, two-way, repeated ANOVA's were computed to assess group performance for the observation categories of promoting communication development, promoting cognition/play, promoting social/emotional development, promoting physical development, and promoting literacy. The between factor for each ANOVA was group (training vs. control). The within factor was time of testing (pretraining vs. posttraining). Mean number of observations for the five dependent measures are presented in Table 6.

The training and control groups did not differ for caregiver behaviors which could promote physical development. However, there were significant group main effects favoring the training groups for promoting communication development  $F(1, 37) = 9.38, p < .01$ , promoting cognitive development  $F(1, 37) = 16.0, p < .01$ , promoting social/emotional development  $F(1, 37) = 5.07, p < .05$ , and promoting literacy  $F(1, 37) = 4.48, p < .05$ . Significant Group x Time interactions for promoting communication development  $F(1, 37) = 16.07, p < .001$ , promoting cognition/play  $F(1, 37) = 9.84, p < .01$ , promoting social/emotional development  $F(1, 37) = 5.09, p < .05$ , and promoting literacy development  $F(1, 37) =$

8.59,  $p < .01$  all indicate that posttraining performance significantly exceeded pretraining performance for the training groups only.

Training workshops and on-site demonstrations on the topic of behavior management emphasized the relative superiority of proactive management of behavior (e.g., establishing rules and consequences that motivate socially appropriate behavior, suggesting alternative behaviors, using behavior rehearsal and modeling) over reactive management of behavior (e.g., ignoring disruptive behaviors, restraining or scolding children for socially inappropriate behavior). A three-way repeated measures ANOVA was computed to assess caregiver behavior management strategies. The between factor was Group (training vs. control). The within factors were Type of management (proactive vs. reactive) and Time of data collection (pretraining vs. posttraining). While this analysis yielded no significant group differences, the Type of management  $\times$  Group interaction  $F(1,37) = 3.31$ ,  $p = .076$  revealed a trend toward greater use of proactive behavior management actions and less use of reactive behavior management actions by caregivers who received training (Figure 2). This trend was not evidenced by caregivers who did not receive training.

The second goal of this study was to determine whether participation in the training resulted in a reliable change in caregivers' perceptions of their knowledge and abilities. A self-rating scale was administered to determine whether participants in the four groups believed they knew more about developmental disabilities and caring for children with disabilities at the end of training than they knew before training began. Table 7 presents distributions of the percent of responses within the four categories of the self-rating scale.

Analysis of a three dimensional contingency table (Wickens, 1989) was significant across groups, time of test, and levels,  $X^2(21, N = 160) = 213.12$ ,  $p < .0001$ . Response patterns for the live and videotape training groups changed significantly from pretest to posttest administrations of the scale (live presentation group,  $X^2(3, N = 40) = 124.29$ ,  $p < .0001$ ; videotape presentation group  $X^2(3, N = 40) = 81.23$ ,  $p < .0001$ ). Response patterns for the two control groups did not differ significantly across pretraining and posttraining administrations. Clearly, caregivers assigned to the training groups left the project with a high level of confidence in their knowledge and abilities regardless of whether they had participated in the live or videotaped conditions.

The results of this study demonstrate the positive effects of the two training conditions. Child care providers in the two training groups altered key caregiving

behaviors that were related to promoting communicative, cognitive, socio/emotional, and literacy development. These changes were not evidenced by child care providers in the two control groups. Additionally, only those child care providers who received live or videotaped training exhibited a high level of confidence in their knowledge about and ability to care for children with disabilities at the end of the training periods. Our results suggest that observed behaviors of interactions with children and self-reports of knowledge did not differ as a function of receiving live or videotaped training. Consistent with the findings of other studies (i.e., Wood & Thompson, 1980), the mode that information is presented was not critically important for educational outcomes.

The success of the M-TIKES training program most likely can be attributed to the attention that was given to specific practices for affecting staff learning and skill development. Wolfe (1994), who spent fifteen years conducting research on best practices in inservice education, identified five key components to successful training: (1) useful handouts/materials, (2) relevant content that addressed an existing need, (3) follow-up support, (4) practical content that can be applied immediately, and (5) effective trainers.

Following Klein and Sheehan (1987), the workshop presenters visited participating child care agencies to consult with child care providers about their needs and concerns before creating their presentations. Doing so focused the presenters on the practical needs of the project participants, and increased the likelihood that the content of the workshops would be directly useful to individuals who care for children with and without disabilities. In this project, it did not matter whether the primary content of the workshops was presented in live lecture or videotape format. In all likelihood, what did matter was that the participants in the training groups had an opportunity to come together each month to learn about and discuss a particular topic, to share practical concerns with each other, and to practice care giving strategies with each other. Caregivers reported to us that the sense of community that was engendered during the monthly group meetings was an important part of their training experience.

Each workshop was also followed with a visit to the participants' child care agencies. During these visits, the workshop presenters or a trained graduate student demonstrated activities with the children in each care environment, answered questions after caregivers had time to think about the information that was presented in the workshops, and consulted with caregivers about the specific needs of the children in their care. It did not seem to matter whether the visitor



was a member of the project faculty or a trained graduate student. What was important was that a representative of the project made an effort to make the content of the group workshops relevant to the specific needs of each caregiver. By going to their child care facilities, we were demonstrating our commitment to their individual needs.

In summary, the benefits of mainstreaming have been demonstrated for preschool-age children with disabilities, especially when caregivers have been trained to facilitate integration between children with and without disabilities. In the M-TIKES "Train-the-Trainer" model and in this study, training resulted in significant changes in care giving behaviors and self-ratings whether caregivers attended live presentations and received on-site demonstrations by a multidisciplinary team of experienced professionals or viewed videotaped presentations and received monthly demonstrations by a graduate student. Thus, a time-efficient and inexpensive method for providing inservice education about mainstreaming children with disabilities into child care environments. It appears that a single professional can be as effective as an entire multidisciplinary team of presenters when multimedia presentations are combined with on-site visits. This approach should be especially well-suited to many areas of the United States where there is limited access to multidisciplinary teams of experts who are knowledgeable about caring and educating children with disabilities.

### **Project Impact**

The M-TIKES Outreach project made the following contributions to the field of Early Childhood Special Education and to child care practices for children with disabilities:

- 1) an increase in the number of child care facilities with trained providers to care for preschool children with disabilities;
- 2) an increase in the number of child care facilities that will accept preschool children with disabilities;
- 3) A proven, replicable inservice training model for mainstreaming children with and without disabilities into child care settings;
- 4) Curriculum materials including the "Learning Together" series of nine videotapes and manuals to increase knowledge in child development and mainstreaming of children with disabilities into child care facilities.

- 5) Empirical research to support the notion that child care providers can be successfully trained to integrate children with disabilities into child care facilities.

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TABLE 1

| AGENCY<br>LOCATION<br>SITE | CONTACT<br>PERSON        | NUMBER OF<br>TRAINED<br>FACILITATORS | POPULATION<br>SERVED                   |
|----------------------------|--------------------------|--------------------------------------|--|
| Heart of America           | Marsh Nicely             | 6                                    | Urban Area                             |
| State of Iowa              | Deb Duncan<br>Joan Clary | 37                                   | Urban and<br>Rural Areas<br>Head Start |

Table 1: Agencies, contact person, number of trained facilitators and population served.

TABLE 2

| AGENCY<br>LOCATION<br>SITE   | CONTACT<br>PERSON | NUMBER OF<br>TRAINED<br>FACILITATORS | POPULATION<br>SERVED                                   |
|--|-------------------|--------------------------------------|--|
| Developmental<br>Preschool Program<br>Association<br>Casper, WY                  | DeAnn Frey        | 9                                    | Home Based<br>Center Based<br>Rural & Urban            |
| County of Mercer<br>Mercer, PA   | Nancy Albert      | 10                                   | Home and Center<br>Based - Rural Area                  |
| Child Day Care<br>Head Start<br>St. Louis, MO                                    | Barbara Mulley    | 16                                   | Inner-city Association                                 |
| Francis Child<br>Development Institute<br>Kansas City, MO                        | Judy Ester        | 12                                   | Center Based<br>Inner-City<br>Urban                    |
| Children's Therapy<br>Sedalia, Marshall,<br>Jefferson City, and<br>Camdenton, MO | Valerie Lane      | 13                                   | Center Based<br>Home Based<br>Head Start<br>Rural Area |
| Independence<br>District Day Care<br>Independence, MO                            | Laura Vernon      | 16                                   | Urban Public School<br>Preschool                       |
| Columbia Day<br>Care Association<br>Columbia, MO                                 | Stacy Garlich     | 14                                   | Head Start<br>Before and After<br>School               |

Table 2: Agencies, contact person, number of trained facilitators and population served.

TABLE 3

| AGENCY<br>LOCATION<br>SITE   | CONTACT<br>PERSON              | NUMBER OF<br>TRAINED<br>FACILITATORS | POPULATION<br>SERVED                   |
|--|--------------------------------|--------------------------------------|--|
| Dallas Child-<br>Care Association<br>Dallas, TX  | Lee Ann Kite<br>Terry Raterman | 16                                   | Urban Area                             |
| Mid-Kansas CAP<br>El Dorado, KS  | Barbara Gillis                 | 5                                    | Rural Area<br>Head Start               |
| Upward Foundation<br>Phoenix, AZ   | Sharon Graham                  | 4                                    | Urban Area                             |
| Family Support<br>Services<br>St. Charles, MO  | Joyce Barker                   | 7                                    | Urban Area                             |
| Project Accept<br>West Palm Beach, FL  | Mary Bondarin                  | 22                                   | Rural & Urban Area<br>Migrant Children |
| North Idaho<br>Head Start<br>Coeur d'Alene, ID   | Doug Fagerness                 | 17                                   | Rural Area<br>Head Start               |
| Tennessee State<br>Department of<br>Education<br>Nashville, TN                         | Doris Mattraw                  | 21                                   | Rural & Urban Area                     |
| Northwest Michigan<br>Community Coordinated<br>Child Care Council<br>Traverse City, MI | Joy Schwartz                   | 9                                    | Rural Area                             |
| Chugiak Children<br>Services<br>Anchorage, AK  | Cindy Ambrosius                | 15                                   | Rural                                  |
| Florida First Start<br>Jensen Beach FL   | Miriam Wheeler                 | 16                                   | Rural<br>Migrant<br>Children           |

Table 3: Agencies, contact person, number of trained facilitators and population served.



TABLE 4

| Site                      | Mean                            |
|---------------------------|---------------------------------|
| Kansas City, MO (6)       | 7.54                            |
| State of Iowa (105)       | 7.08                            |
| Casper, WY (n=12)         | 7.25                            |
| Columbia, MO (n=14)       | 6.94                            |
| Independence, MO (n=16)   | 6.95                            |
| Kansas City, MO (n=12)    | 6.90                            |
| Mercer, PA (n=10)         | 7.70                            |
| Sedalia, MO (n=13)        | 7.29                            |
| St. Louis, MO (n=16)      | 7.39                            |
| Dallas, TX (n=16)         | 7.43                            |
| El Dorado, KS (n=5)       | 7.21                            |
| Phoenix, AZ (n=4)         | No Evaluation Conducted         |
| St. Charles, MO (n=7)     | 7.35                            |
| Traverse City, MI (n=9)   | 7.25                            |
| West Palm Beach, FL(n=18) | 7.80                            |
| Coeur d'Alene, ID (n=17)  | Agency Conducted Own Evaluation |
| Nashville, TN (n=21)      | Agency Conducted Own Evaluation |
| Anchorage, AK (n=15)      | Agency Conducted Own Evaluation |
| Martin County, FL (n=16)  | Agency Conducted Own Evaluation |

Table 4: Site and Mean score for the evaluation of M-TIKES staff

TABLE 5

| Year | Variable  | N  | Mean  | Standard Deviation |
|------|-----------|----|-------|--------------------|
| 1    | Pre-test  | 43 | 2.308 | .822               |
|      | Post-test | 37 | 3.288 | .9564              |
| 2    | Pre-test  | 41 | 2.536 | .4828              |
|      | Post-test | 39 | 3.341 | .192               |
| 3    | Pre-test  | 27 | 2.904 | .408               |
|      | Post-test | 27 | 3.728 | .174               |

Table 5: Years 1, 2 and 3 of Outreach t test between pre-post test scores on M-TIKES Self-Rating Scale

Table 6

| Type of Behavior                | Time of Observation |              |
|---------------------------------|---------------------|--------------|
|                                 | Pretraining         | Posttraining |
| Promoting Communication Dev.    |                     |              |
| Training Group                  | 27.4                | 40.1         |
| Control Group                   | 26.3                | 26.8         |
| Promoting Cognitive Development |                     |              |
| Training Group                  | 6.35                | 13.5         |
| Control Group                   | 5.1                 | 4.4          |
| Promoting Social/Emotional Dev. |                     |              |
| Training Group                  | 15.5                | 25.1         |
| Control Group                   | 15.2                | 16.8         |
| Promoting Physical Development  |                     |              |
| Training Group                  | 11.1                | 14.5         |
| Control Group                   | 8.4                 | 15.5         |
| Promoting Literacy Development  |                     |              |
| Training Group                  | 4.7                 | 11.3         |
| Control Group                   | 5.4                 | 3.3          |

Table 6: Mean number of two-minute periods in which specified caregiver behaviors occurred during pre- and posttraining observations using the Observation of Caregiver Behavior Scale.

Table 7

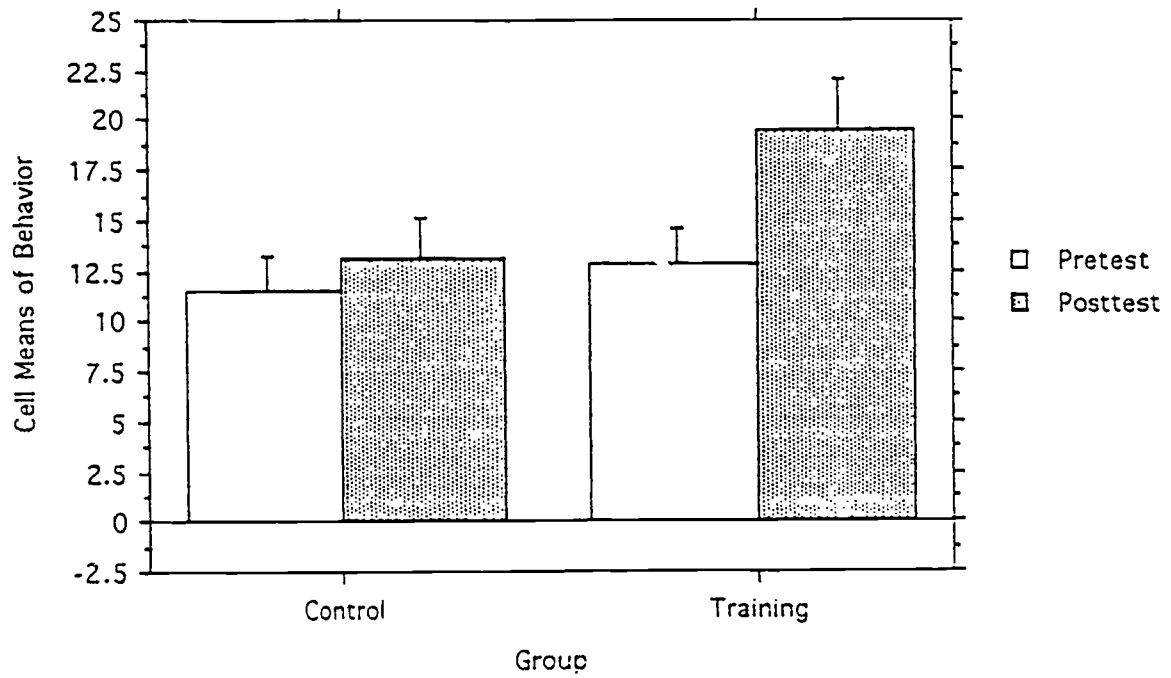
| Group                            | Levels |      |      |      |
|----------------------------------|--------|------|------|------|
|                                  | 1      | 2    | 3    | 4    |
| Live Presentation (Year 1)       |        |      |      |      |
| Pretest                          | 44.7   | 33.9 | 18.8 | 2.4  |
| Posttest                         | 0      | 2.4  | 61.7 | 36.0 |
| LP Controls (Year 1)             |        |      |      |      |
| Pretest                          | 30.4   | 39.5 | 31.3 | 3.0  |
| Posttest                         | 28.8   | 42.5 | 23.8 | 4.5  |
| Videotaped Presentation (Year 2) |        |      |      |      |
| Posttest                         | 29.8   | 45.6 | 23.6 | 6.3  |
| Pretest                          | 1.2    | 9.5  | 57.7 | 31.7 |
| VP Controls (Year 2)             |        |      |      |      |
| Posttest                         | 50.2   | 31.8 | 13.8 | 4.3  |
| Posttest                         | 37.6   | 35.9 | 20.5 | 6.7  |

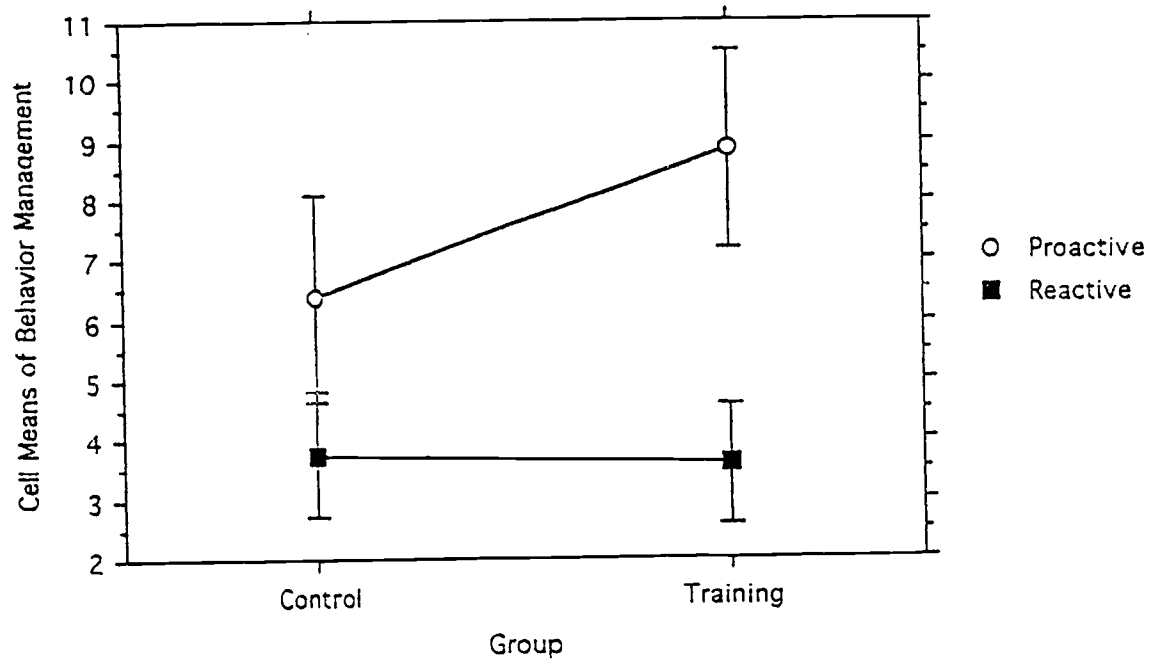
Table 7: Mean Percent of Pretest and Posttest Responses at the Four Levels of the Self-Rating Scale. Note: Level 1= I know very little about this and need basic information; Level 2 = I need additional assistance in order to apply my knowledge about this to the children in my care; Level 3 = I am independently competent and can apply my knowledge about this to the children in my care; Level 4 = I have mastered this information and I can act as a resource to others.

### Figure Captions

**Figure 1.** Pretest and posttest mean number of observed behaviors (with 95% confidence error bars) for caregivers in the control and training groups.

**Figure 2.** Mean number of 2-minute segments (with 95% confidence error bars) during which caregivers in the control and training groups used proactive or reactive strategies to control behavior.





**APPENDIX A**  
**THE LEARNING TOGETHER SERIES**



## The Learning Together Series

### **Developing Together**

This videotape acquaints child care givers with the five developmental domains that impact on every child's overall development, and how children with disabilities may be affected within each domain.

### **Coping Together**

This videotape acquaints the child care givers with the unique issues confronting families with children who have special needs.

### **Playing Together**

This videotape emphasizes the value of play and introduces ways to facilitate play between children with and without disabilities.

### **Talking Together**

This videotape provides information about typical and atypical speech and language development and suggests ways child care givers can facilitate optimal speech and language development and verbal interaction between children with and without disabilities.

### **Reading and Writing Together**

This videotape fosters understanding of the natural development of literacy behaviors in young children and shows how to encourage the efforts of children with disabilities as they begin to demonstrate reading and writing strategies.

### **Moving Together**

This videotape emphasizes the value of movement and introduces ways to enhance movement abilities of children with and without disabilities.

### **Cooperating Together**

This videotape provides information that assists child care givers in promoting group participation and social skills of children with and without disabilities.

### **Growing Together**

This videotape provides information about nutrition and chronic illness.

### **Planning Together**

This videotape provides information about the planning and delivery of services to children with special needs and suggests ways child care givers can facilitate identification and service delivery to these children.

**APPENDIX B**  
**NEEDS ASSESSMENT FORM**

## M-TIKES NEEDS ASSESSMENT

Content Area: Facilitating speech and language development.

Facilitator and Agency \_\_\_\_\_

1. What information would be helpful to you in this content area?
  
  
  
  
  
  
  
  
  
  
2. Do you have specific questions you would like discussed at the meeting?
  
  
  
  
  
  
  
  
  
  
3. Do you have concerns or know about any children who have problems in this content area?
  
  
  
  
  
  
  
  
  
  
4. What activities have you used that have been successful in this content area that you would like to demonstrate? What are they?
  
  
  
  
  
  
  
  
  
  
5. Additional Comments

**APPENDIX C**  
**SAMPLE AGENDA**

**M-TIKES TRAINING AGENDA**  
**CASPER, WYOMING**  
**SEPTEMBER 21, 1993**

Presenter: Shirley Patterson

- 9:00-9:45    Introductions  
              Complete Questionnaires  
              M-TIKES Model and Philosophy
- 9:45-12:00    Developing Together  
              View tape and review manuals  
              Discussion of Disabling Conditions
- 12:00-1:00    Lunch
- 1:00-3:00    Planning Together  
              View tape and review manuals  
              Discussion of early intervention and interactive teaming
- 3:30-3:15    Break
- 3:15-4:45    Growing Together  
              View tape and review manuals  
              Discussion of health related issues
- 4:45-5:00    Closing remarks  
              Complete In-service evaluation forms

**SEPTEMBER 22, 1993**

Presenter: Shirley Patterson

- 9:00-11:30    Playing Together  
              View tape and review manuals  
              Discussion of cognitive development and delays

Demonstrations of ways to integrate children through play

11:30-12:30 Lunch

12:30-3:00 Talking Together

View tape and review manuals

Discussion of communicative development and delays

Demonstrations of ways to facilitate speech and language  
development

3:00-3:15 Break

3:15-5:00 Reading and Writing Together

View tape and review manuals

Discussion of pre-reading and writing skills

5:00-5:15 Closing remarks-Complete In-service evaluation forms

**SEPTEMBER 23, 1993**

**Presenter: Shirley Patterson**

9:30-11:30 What happens when the training is completed?

M-TIKES Policies and Procedures

11:30-1:00 Lunch

**Presenter: Bob Busch**

1:00-3:30 Moving Together

View tape and review manuals

Discussion of motor development and delays

Demonstrations of ways to integrate children through motor  
activities

3:30-3:45 Closing remarks

Complete In-service evaluation forms

SEPTEMBER 24, 1993

Presenter: Bob Busch

- 9:00-12:00 Cooperating Together  
View tape and review manuals  
Discussion of social-emotional development and methods for  
handling inappropriate behaviors
- 12:00-1:00 Lunch
- 1:00-3:00 Coping Together  
View tape and review manuals  
Discussion of family stress, family needs, family rights
- 3:00-3:15 Break
- 3:15-3:45 Conclusion of training  
Completion of evaluation forms  
Completion of Post Self-rating form  
M-TIKES research  
Questions

APPENDIX D  
SITES AND FACILITATORS TRAINED



## APPENDIX

1992-1993 Outreach Facilitators  
Iowa

| State Area<br>Education<br>Agency   | Contact<br>Person | Team  |
|---|-------------------|---|
| Keystone AEA #1<br>RR #2, Box 19<br>Elkader, IA 52043<br>(319) 245-1480         | Cherly Wesle      | Cherly Wesle<br>Amy Lage  |
| Northern Trails, AEA #2<br>Box M<br>Clear Lake, IA 50436<br>(515) 357-6125      | Mary Schertz      | Mary Schertz<br>Pam Lang<br>Marta Amoroso<br>Deb Price  |
| AEA #6<br>726 5th Avenue<br>Grinnell, IA 50112<br>(515) 753-3564                | Dee Gethmann      | Dee Gethmann<br>Deborah Molitor<br>Karen Langerud<br>Janice Phifer<br>Deborah Micheel<br>Liane Jepsen           |
| Mississippi Bend AEA #9<br>729 21st<br>Bettendorf, IA 52722<br>(319) 359-1371   | Judy Thalmann     | Judy Thalmann<br>Rose Kreber<br>Kathy Russell<br>Trisha Shannon<br>Cindy Swanson                                |
| Grant Wood AEA #10<br>200 Holiday Rd<br>Coralville, IA 52241<br>(319) 351-2510  | Jan Koellner      | Jan Koellner<br>Stephanie Franz<br>Mike Bigley<br>Emily Haas<br>Chris Evans-Swartz<br>Jan Dull<br>Kristin Spake |
| Loess Hills AEA #13<br>Box 8<br>Glenwood, IA 51534<br>(712) 527-5261            | Christi Nelson    | Christi Nelson<br>Carol McMahan   |
| Loess Hills AEA #13<br>PO Box 188<br>Council Bluffs, IA 51502<br>(512) 322-7354 | Jeannette Selix   | Jeannette Selix<br>Cindy Lefebber   |

**Community  
Agencies**

---

Green Valley AEA #14  
1405 N. Lincoln  
Creston, IA 50801  
(515) 782-8443

Jody Ryken

Jody Ryken  
Deb Katzer  
Stacy Swanson  
Sheila Buckingham

Ft. Madison Community  
Schools  
Ft. Madison, IA  
(319) 372-2765

Kathy Hamilton

Kathy Hamilton  
Suzanne Vondahaur

Des Moines Public Schools  
2820 Center St  
Des Moines, IA 50311  
(515) 242-7911

Deb Burke

Deb Burke  
Karen Sznajder

Castle Hill Preschool  
1720 Maynard Ave  
Waterloo, IA 50701  
(319) 232-4529

Marilyn Bauch

Marilyn Bauch

**1992- 1993 Outreach Facilitators  
Kansas City, Kansas**

| <u>Name<br/>Agency</u>   | <u>Contact<br/>Person</u> | <u>Team</u>                                  |
|--|---------------------------|--|
| Heart of America<br>626 Minnasota Ave<br>Kansas City, KS 66101<br>(913) 342-1110 | Marsha Nicely             | Cara Mehrer<br>Mandy Rooney<br>Whinnie Smith |
| YWCA<br>1000 Charlotte<br>Kansas City, MO 64106<br>(816) 842-7538                | Marsha Nicely             | Jeannie Mealey<br>Joanie Nicholas            |

**1993-1994 Outreach Facilitators  
Casper, Wyoming**

| Agency   | Trained<br>Facilitator          |
|--|---------------------------------|
| <p>Region 1<br/>The Children's Resource Center<br/>and Special Touch Preschool<br/>P O Box 1191<br/>Powell, WY 82435<br/>(307) 754-2864</p>  | Lucinda Klierer                 |
| <p>Region 2<br/>Child Development Center<br/>P O Box 7237<br/>Sheridan WY 82801<br/>(307) 672-6610</p>                                       | Bobbie Legerski                 |
| <p>Region 3<br/>Weston County Child's Center<br/>104 Stampede<br/>Newcastle, WY 82435<br/>(307) 746-4560</p>                                 | Lori Morrow                     |
| <p>Region 5<br/>Lincoln-Vinta Child Development Association<br/>325 West Street Box 570<br/>Mountain View, WY 92939<br/>(307) 782-6601</p>   | Barbara Burrough                |
| <p>Region 7<br/>Sweetwater County Child<br/>Development Center<br/>731 C Street, Suite 102<br/>Rock Springs, WY 82901<br/>(307) 875-4930</p> | Deanna Frey                     |
| <p>Regions 11<br/>Developmental Preschool and Daycare ARC<br/>715 Shield Street<br/>Laramie, WY 82070<br/>(307) 742-6374</p>                 | Karen Royce, and<br>Judy Moline |
| <p>Region 12<br/>Stride Learning Center<br/>326 Parsley Blvd<br/>Cheyenne, WY 82001<br/>(307) 632-2991</p>                                   | Carol Curtright                 |
| <p>Region 13<br/>Campbell County Children's Center<br/>1000 Douglas Highway<br/>Gillette, WY 82716</p>                                       | Lori Donmyer                    |

**1993-1994 Outreach Facilitators  
Mercer, Pennsylvania**

| Agency   | Trained<br>Facilitator   |
|--|--|
| Mercer County MH/MR<br>Box 504, Courthouse<br>Mercer, PA 16137<br>(412) 662-4424         | Nancy Albert<br>Melody Wilson                                      |
| Mid. Intermediate Unit IV<br>453 Maple Street<br>Grove City, PA 16127<br>(412) 458-6700  | Marlene Schell<br>Patricia Bable<br>Beth Ann Glue<br>Marge Dattilo |
| Mid. Intermediate Unit IV<br>100 Hittle Drive<br>Sharpsville, PA 16150<br>(412) 962-4891 | Lori Doran<br>Phylis Campbell                                      |
| Mid. Intermediate Unit IV<br>139 Rieger Road<br>Butler, PA 16001<br>(412) 282-0517       | Joyce Poister<br>Barbara Grass                                     |

**1993-1994 Outreach Facilitators  
St. Louis, Missouri**

| Agency  | Trained<br>Facilitator                                 |
|---|--|
| Family of Man Day Care<br>2830 Caroline<br>St. Louis, MO 63104<br>(314) 773-1130                      | Bonnie Clare Ando                                      |
| South Side Day Nursery<br>2930 Iowa<br>St. Louis, MO 63118<br>(314) 536-2445                          | Susan Didier   |
| Guardian Angel<br>St. Patricks Branch<br>1200 N. 6th Street<br>St. Louis, MO 63106<br>(314) 421-2816  | Rochelle Andre   |
| Webster Child Care Center<br>624 Lohmann Forest Lane<br>Webster Groves, MO 63119<br>(314) 968-3189    | Kim Gruner   |
| Guardian Angel Settlement<br>Day Care<br>PO Box 2055<br>St. Louis, MO 63158<br>(314) 647-3315<br>HM # | Earnestine Bradley<br>Julie Assata                     |
| South Side Day Nursery<br>2930 Iowa Street<br>St. Louis, MO 63118<br>(314) 865-0322                   | Martha M. Johnson                                      |
| Child Day Care Association<br>2031 Olive Street<br>St. Louis, MO 63103<br>(314) 241-3161              | Sonya Berkbigler<br>Ann Mangelsdorf<br>Ramona Briggans |
| St. Joseph's Child<br>Center<br>1132 S. Glenwood<br>Kirkwood, MO 63122<br>(314) 821-6636              | Brenda Laub-McCormack Care                             |

| Agency   | Trained<br>Facilitator |
|--|------------------------|
| St. Louis Childrens Hospital<br>CDC<br>5461 Highland Park<br>St. Louis, MO 63110<br>(314) 533-6737 | Rosalie Rudert         |
| YWCA of Metro. St. Louis<br>140 N. Brentwood Blvd.<br>Clayton, MO 63105<br>(314) 725-7203          | Deborah Wells          |
| Downtown Children's Center<br>507 N. 13th Street<br>St. Louis, MO 63103<br>(314) 621-1131          | Earnestine Williams    |
| Nursery Foundation of St.Louis<br>1916 N. Euclid Ave<br>St. Louis, MO 63113<br>(314) 533-0671      | Mary E. Wilson         |
| Developmental Service<br>2376 Truman Blvd.<br>Crystal City, MO 63019<br>(314) 467-0358             | Pat Ferguson           |

**1993-1994 Outreach Facilitators**  
**Penn Valley Community College**  
**Kansas City, Missouri**

| Agency   | Trained Facilitator |
|--|---------------------|
| Penn Valley Community College<br>Francis Child Development Institute<br>3201 Southwest Trafficway<br>Kansas City, MO 64111<br>(816) 759-4143 | Eleanor Hensley     |
| Penn Valley Community College<br>Francis Child Development Institute<br>3201 Southwest Trafficway<br>Kansas City, MO 64111<br>(816) 759-4252 | Judi Estes          |
| Penn Valley Community College<br>Francis Child Development Institute<br>3201 Southwest Trafficway<br>Kansas City, MO 64111<br>(816) 759-4149 | Jennifer Walker     |
| Penn Valley Community College<br>Francis Child Development Institute<br>3201 Southwest Trafficway<br>Kansas City, MO 64111<br>(816) 759-4258 | Rebecca Ruth Curtis |
| Penn Valley Community College<br>Francis Child Development Institute<br>3201 Southwest Trafficway<br>Kansas City, MO 64111<br>(816) 759-4141 | Linda F. Bell       |
| Penn Valley Community College<br>Francis Child Development Institute<br>3201 Southwest Trafficway<br>Kansas City, MO 64111<br>(816) 759-4147 | Donna Nelson        |
| Penn Valley Community College<br>Francis Child Development Institute<br>3201 Southwest Trafficway<br>Kansas City, MO 64111<br>(816) 759-4260 | Dorothy Burkholder  |



| Agency   | Trained<br>Facilitator |
|--|------------------------|
| Penn Valley Community College<br>Francis Child Development Institute<br>3201 Southwest Trafficway<br>Kansas City, MO 64111<br>(816) 759-4352 | Carole Ellison         |
| Penn Valley Community College<br>Francis Child Development Institute<br>3201 Southwest Trafficway<br>Kansas City, MO 64111<br>(816) 759-4018 | Sheryl Godsy           |
| Penn Valley Community College<br>Francis Child Development Institute<br>3201 Southwest Trafficway<br>Kansas City, MO 64111<br>(816) 759-4320 | John Andy Burton       |
| Metro Community College<br>3201 Southwest Trafficway<br>Kansas City, MO 64111<br>(816) 759-4250  | Barbara Skoglund       |
| Respite Care<br>14051 Mastin<br>Overland Park, KS 66221<br>(816) 531-4189  | Terri Collier          |

**1993-1994 Outreach Facilitators**  
Sedalia, Marshall, Camdenton, Jefferson City, Missouri

| Agency  | Trained<br>Facilitator |
|---|------------------------|
| Children's Therapy Center<br>600 E. 14th<br>P O Box 1565<br>Sedalia, MO 65301<br>(816) 826-4400           | Valerie Lane           |
| Children's Therapy Center<br>600 East 14th<br>P O Box 1565<br>Sedalia, MO 65301<br>(816) 826-4400         | Karen Clatworthy       |
| Children's Therapy Center<br>600 East 14th<br>P O Box 1565<br>Sedalia, MO 65301<br>(816) 826-4400         | Loletta Combs          |
| Kid Konnection<br>2800 W. Main<br>Sedalia, MO 65301<br>(816) 827-4431                                     | Mildred (Millie) Davis |
| Luv-N-Care<br>1700 West Main<br>Sedalia, MO 65301<br>(816) 827-1977                                       | Jackie White           |
| The Special Learning Center<br>1115 Fairgrounds Rd.<br>Jefferson City, MO 65109<br>(314) 634-3070         | Terri MacNevin         |
| Big Top Child<br>Development Center<br>1123 Charm Villa Dr.<br>Jefferson City, MO 65109<br>(314) 636-6461 | Kenya Wynn             |
| Big Top Child Development Center<br>1123 Charm Villa Dr.<br>Jefferson City, MO 65109<br>(314) 893-7312    | Karen Werner           |

| Agency  | Trained<br>Facilitator |
|---|------------------------|
| Big Top Child<br>Development Center<br>1123 Charm Villa Dr.<br>Jefferson City, MO 65109<br>(314) 893-7312 | Stephanie Batcheller   |
| Missouri Valley Human<br>Resource Head Start<br>P O Box 550<br>Marshall, MO 65340<br>(816) 886-7476       | Rhonda Seley           |
| Missouri Valley Human<br>Resource Head Start<br>P O Box 550<br>Marshall, MO 65340<br>(816) 886-7476       | Loro Beth Johnson      |
| Camdenton R III School District<br>P O Box 1409<br>Camdenton, MO 65020<br>(314) 346-4260                  | Janet Zeek             |
| Camdenton R III School District.<br>P O Box 1409<br>Camdenton, MO 65020<br>(314) 346-4260                 | Pamela A. May          |

**1993-1994 Outreach Facilitators**  
Independence, Missouri

| Agency   | Trained<br>Facilitator |
|--|------------------------|
| 1511 Kingshighway<br>Independence, MO 64055<br>(816) 252-2401    | Sue Russel             |
| 15208 E. 39th St.<br>Independence, MO 64055<br>(816) 373-0847    | Jacque Mitchell, OTR   |
| 14220 E. 35th St.<br>Independence, MO 64055<br>(816) 833-4415    | Laura Vernon           |
| Rt. 1, Box 189<br>Pleasant Hill, MO 64080<br>(816) 836-2011      | Joyce Hammond          |
| 1511 S. Kingshighway<br>Independence, MO 64055<br>(816) 836-2011 | Betty S. Fink          |
| 1301 S. Windsor<br>Independence, MO 64055<br>(816) 461-7093      | Sharon S. Connor       |
| 1231 S. Windsor<br>Independence, MO 64055<br>(816) 833-3433      | Diana Carkin           |
| 20404 E. Truman Rd.<br>Independence, MO 64056<br>(816) 796-9893  | Sharon Heflin          |
| 4300 Phelps Road<br>Independence, MO 64055<br>(816) 478-9313     | Mary S. Todd           |
| 15208 E. 39th St.<br>Independence, MO 64055<br>(816) 373-5001    | Maria Cappo            |
| 15208 E. 39th St.<br>Independence, MO 64055<br>(816)-373-5001    | Virginia Droege        |

| Agency  | Trained<br>Facilitator |
|---|------------------------|
| 2611 Lee's Summit Rd.<br>Independence, MO 64055<br>(816) 836-2136 | Sherry Hohenberg       |
| 515 S. Liberty<br>Independence, MO 64050<br>(816) 252-9551        | Susan Hogg Wake        |
| 1525 N Noland<br>Independence, MO 64055<br>(816) 254-0954         | Vicki Turner           |
| 14220 E. 35th<br>Independence, MO 64055<br>(816) 833-4415         | Michael Haselton       |
| 1511 Kingshighway<br>Independence, MO 64055<br>(816) 836-2011     | Carol Draveling        |

**1993-1994 Outreach Facilitators**  
Columbia Day Care Project, Columbia, Missouri

| Agency   | Trained<br>Facilitator |
|--|------------------------|
| Central MO Regional Center<br>101 B. Park De Ville Drive<br>Columbia, MO 65203                               | Jackie-Davenport Orton |
| 1644 Highridge Circle<br>Columbia, MO 65203  | Lorena Monroe          |
| Salvation Army Day Care<br>1108 W. Ash St<br>Columbia, MO 65203  | Ann Bacon              |
| Small Wonders Day Care<br>2401 Calico Lane<br>Columbia, MO 65202   | Jennifer Luna          |
| Head Start<br>1500 Man-O-War<br>Columbia, MO 65202   | Ann Moyer-McCauley     |
| Silver Spoons Playschool<br>806 Spencer Avenue<br>Columbia, MO 65203   | Aniko Cseh             |
| Division of Family Services<br>601 Business 70 W. #217<br>Columbia, MO 65203                                 | Glenda Davis-Blessman  |
| Parents as Teachers<br>Chil Care Connections<br>912 Maplewood<br>Columbia, MO 65203                          | Carol Thiel            |
| Early Childhood Program of<br>Mid-MO Mental Health Center<br>210 Apple Tree Ct. Apt. D<br>Columbia, MO 65203 | Meg Berger             |
| Lenoir Child Care Site 1<br>3900 Woodland Drive<br>Columbia, MO 65202  | Nancy Borengasser      |
| 2509 Basswood Ct.<br>Columbia, MO 65203  | Diane Barker           |

| Agency  | Trained<br>Facilitator |
|---|------------------------|
| Lenoir Child Care Site 2<br>1700 Forum Blvd #2007<br>Columbia, MO 65203 | Mia Kirkpatrick        |
| 4-H Adventure Club<br>P.O. Box 1972<br>Columbia, MO 65205               | Lauren Pearson         |
| Great Beginnings<br>3804 Santiago Drive<br>Columbia, MO 65203           | Mary Randall           |

**1994-1995 Outreach Facilitators**  
Dallas, Texas

| Agency  | Trained<br>Facilitator |
|---|------------------------|
| CCMS-Dallas<br>1229 River Bend, Suite 209<br>Dallas, Texas 75247<br>(817)355-9574 | Teri Ratterman         |
| 11308 Ulloa Ln.<br>Dallas, TX 75228   | Kari Bailey            |
| 505 Murray Dr.<br>Hutchins, TX 75141  | Mildred Conner         |
| 6027 Goliad<br>Dallas, TX 75206   | Jennifer Denkoff       |
| 646 Cleardale Dr.<br>Dallas, TX 75232   | Gwen Hardy             |
| 9505 Royal Lane #2142<br>Dallas, TX 75243   | Vicky Rodgers          |
| 4060 Preferred Pl. #933<br>Dallas, TX 75237                                       | Loreta Williams        |
| 3756 Conway #182<br>Dallas, TX 75224  | Sheila Cooper          |
| 704 Spring Lake Dr.<br>Bedford, TX 76021  | Lynda Everett          |
| 2024 Harvard<br>Irving, TX 75061  | Jan Johnson            |
| 7133 Longo Dr.<br>The Colony, TX 75056  | Sharla Campbell        |
| 4703 Old Gate Ln.<br>Parker, TX 75002   | Lois Extrell           |
| 4205 Osage Dr.<br>Rowlett, TX 75088   | Lori Lansford          |
| 3322 Willow Crest Ln.<br>Dallas, TX 75233   | Sue Reed               |



Agency

Trained  
Facilitator

---

5505 Ragan  
The Colony, TX 75056

Julie Ulibarri

1600 Redbud  
McKinney, TX 75048

Debbie Vaughn

**1994-1995 Outreach Facilitators**  
El Dorado, Kansas

| Agency   | Trained<br>Facilitator |
|--|------------------------|
| Children's Center<br>94 Lewis Drive<br>Hays, KS 67601                | Janice Shelden         |
| Mid-Kansas CAP Head Start<br>111 West Ash<br>El Dorado, KS 67042     | Barbara Gillis         |
| Kennedy Early Learning Ctr<br>700 Jupiter<br>Salina, KS 67401        | Carol Roenne           |
| Kennedy Early Learning Ctr<br>700 Jupiter<br>Salina, KS 67401        | Rita Gibney            |
| Head Start Program<br>1069 Parklane Office Park<br>Wichita, KS 67218 | Kelli Samuelson        |

1994-1995 Outreach Facilitators  
Phoenix, Arizona

| Agency   | Trained<br>Facilitator   |
|--|--------------------------|
| Upward Foundation<br>6306 North 7th Street<br>Pheonix, AZ 85040  | Sylvia Long              |
| Children Achievement Center<br>The Blake Foundation<br>3825 East Second Street<br>Tucson, AZ 85716               | Susan Eck                |
| Upward Foundation<br>6306 North 7th Street<br>Pheonix, AZ 85040  | Sharon L. Graham         |
| Special Needs Training Project<br>Tucson Association for Child Care Inc.<br>1030 N. Alvernon<br>Tucson, AZ 85711 | Victoria Young-Chiverton |

**1994-1995 Outreach Facilitators  
St. Charles, Missouri**

| Agency   | Trained<br>Facilitator |
|--|------------------------|
| United Servies<br>4140 Old Mill Pkwy<br>St. Peters, MO 63376             | Joanne Hardy           |
| 1000 Fairgrounds Rd<br>Ste. 105<br>St. Charles, MO 63301                 | Brenda Moore           |
| Family Support Services<br>1000 Fairgrounds Rd.<br>St. Charles, MO 63301 | Kathleen Johnson       |
| Family Support Services<br>1000 Fairgrounds Rd.<br>St. Charles, MO 63301 | Carol Baer             |
| Family Support Services<br>1000 Fairgrounds Rd.<br>St. Charles, MO 63301 | Joyce Barker           |
| Family Support Services<br>1000 Fairgrounds Rd.<br>St. Charles, MO 63301 | Barbara Wood           |
| Family Support Services<br>1000 Fairgrounds Rd.<br>St. Charles, MO 63301 | Tammie Emge            |

**1994-1995 Outreach Facilitators**  
West Palm Beach, Florida

| Agency   | Trained<br>Facilitator |
|--|------------------------|
| East Coast Migrant-Shannon<br>2050 Duda Rd.<br>Belle Grade, FL 33430                 | Irene Figueroa         |
| East Coast Migrant- O'brien<br>2050 Duda Rd.<br>Belle Grade, FL 33430                | Pearl Anderson         |
| ECMHS-O'brien<br>2050 Duda Rd.<br>Belle Grade, FL 33430                              | Marsha Winter-Glasberg |
| Child Care Resource & Referral<br>551 SE 8th Ste 300<br>Delray Beach, FL 33483       | Erin Snow              |
| Child Care Resource & Referral<br>551 SE 8th Ste 300<br>Delray Beach, FL 33483       | Karen Brandi           |
| Headstart<br>810 Datura St.<br>West Palm Beach, FL 33405                             | Mary Frank             |
| Child Care Services<br>3310 Forest Hill Blvd. C 223<br>West Palm Beach, FL 33406     | Ellen Saposnik         |
| Child Care Services<br>3310 Forest Hill Blvd. C 223<br>West Palm Beach, FL 33406     | Barbara Richman        |
| Child Care Services<br>3310 Forest Hill Blvd. C 223<br>West Palm Beach, FL 33406     | Beryl Nash             |
| Child Care Services<br>3310 Forest Hill Blvd. C 223<br>West Palm Beach, FL 33406     | Valeria Winston        |
| PreK Early Intervention<br>3310 Forest Hill Blvd. C 206<br>West Palm Beach, FL 33406 | Laurie McCormick       |

| Agency   | Trained<br>Facilitator |
|--|------------------------|
| PreK Early Intervention<br>3310 Forest Hill Blvd. C 206<br>West Palm Beach, FL 33406   | Judith Deal            |
| RCMA<br>2975 SW Waterfall Trace<br>Palm City, FL 34990                                 | Judy Burleson          |
| RCMA<br>9531 W. Atlantic Ave. M-17<br>Delray Beach, FL 33444                           | Paula Rounsowall       |
| Florence Fuller CDC<br>10130 185th St.<br>Boca Raton, FL 33498                         | Betty Ward             |
| Florence Fuller CDC<br>200 NE 14th St.<br>Boca Raton, FL 33432                         | Roberta Graybiel       |
| Peppi Headstart<br>200 SW 9th St.<br>Belle Grade, FL 33430                             | Jessie O'neal          |
| Peppi Headstart<br>200 SW 9th St.<br>Belle Grade, FL 33430                             | Carol Anderson         |
| Children's Services Council<br>3111 S. Dixie Hwy Ste. 242<br>West Palm Beach, FL 33405 | Andrea Gralnick        |
| Building Blocks<br>632 Covenant Drive<br>Belle Grade, FL 33430                         | Jane Chee              |
| Project ACCEPT<br>551 SE 8th St. Ste. 300<br>Delray Beach, FL 33483                    | Mary Bondarin          |
| Project ACCEPT<br>551 SE 8th St. Ste. 300<br>Delray Beach, FL 33483                    | Jeff Carstensen        |

**1994-1995 Outreach Facilitators**  
Coeur d'Alene, Idaho

| Agency   | Trained<br>Facilitator |
|--|------------------------|
| Coeur d'Alene School District<br>310 N. 10th Avenue<br>Coeur d'Alene, ID 83814 | Linda Powers           |
| Coeur d'Alene School District<br>310 N. 10th Avenue<br>Coeur d'Alene, ID 83814 | Nancy Woodry           |
| A/CDC<br>2195 Ironwood Court<br>Coeur d'Alene, ID 83814                        | Colleen McCray         |
| Post Falls School District<br>205 W. Mullan Avenue<br>Post Falls, ID 83854     | Mary Carol Bobbitt     |
| A/CDC<br>2195 Ironwood Court<br>Coeur d'Alene, ID 83814                        | Chris Fehr             |
| A/CDC<br>2195 Ironwood Court<br>Coeur d'Alene, ID 83814                        | Stacey Bell            |
| A/CDC<br>2195 Ironwood Court<br>Coeur d'Alene, ID 83814                        | David Posner           |
| A/CDC<br>2195 Ironwood Court<br>Coeur d'Alene, ID 83814                        | Donna Bodkin           |
| A/CDC<br>2195 Ironwood Court<br>Coeur d'Alene, ID 83814                        | Lorena Feund           |
| A/CDC<br>2195 Ironwood Court<br>Coeur d'Alene, ID 83814                        | Karen Marcea           |
| Sweet Peas<br>2025 St. Estephe Cout<br>Coeur d'Alene, ID 83814                 | Lisa Richard-Evans     |

| Agency   | Trained<br>Facilitator |
|--|------------------------|
| Child Care Resources<br>411 N. 15th Street, Suite 109<br>Coeur d'Alene, ID 83814 | Jan Palmer             |
| North Idaho Head Start<br>411 N. 15th St., Suite 109<br>Coeur d'Alene, ID 83814  | Dough Fagerness        |
| Panhandle Health District<br>2195 Ironwood Court<br>Coeur d'Alene, ID 83814      | Phyllis Albee          |
| Panhandle Health District<br>2195 Ironwood Court<br>Coeur d'Alene, ID 83814      | Bonnie Held            |
| Panhandle Health District<br>2195 Ironwood Court<br>Coeur d'Alene, ID 83814      | Glenna Fox             |
| A/CDC<br>2195 Ironwood Court<br>Coeur d'Alene, ID 83814                          | Darla Noel-Wessel      |



**1994-1995 Outreach Facilitators  
Nashville, Tennessee**

| Agency  | Trained<br>Facilitator |
|---|------------------------|
| 1216 Chilhowee Avenue<br>Maryville, TN 37801  | Janice H. Barton       |
| East Tennessee State University<br>Center for Early Childhood<br>P.O. Box 70434<br>Johnson City, TN 37614-0434    | Marilyn Buchanan       |
| 1217 Davidson Road<br>Nashville, Tn 37205   | Ingrid S. Bettis       |
| Mental Retardation Services<br>State Office Bldg., Box 23<br>225 martin Luther King Dr.<br>Jackson, TN 38301-6944 | Brenda Bledsoe         |
| 534 E. 1st N. Street<br>P.O. Box 1218<br>Morristown, TN 37816   | Teresa Cameron         |
| 316 South Third<br>Union City, TN 38261   | Johnnie Cloar          |
| 205 B. West Hills<br>Lebanon, TN 37087  | Katheleen Donaldson    |
| P.O. Box 1218<br>Morristown, TN 37816   | Mary Sue Davis         |
| 2520 Fairfax Avenue<br>Nashville, TN 37212  | Tracy Duncan           |
| 1907 Pinehurst Drive<br>Nashville, TN 37216   | Evelyn Hale            |
| 209 Rockwell Road<br>Jackson TN 38305   | Diana B. Harrison      |
| 4701 Knight Arnold<br>Memphis, TN 38118   | Jo Ann Hinkle          |
| 119 Fruitland - Eldad Rd.<br>Trenton, TN 38382  | Linda K. Lewis         |

| Agency   | Trained<br>Facilitator |
|--|------------------------|
| 707 Knight Bridge Road<br>Maryville, TN 37803  | Linda Logan            |
| Anderson County School System<br>101 S. Main St., Suite 506<br>Clinton, TN 37716       | Janice Ramsey          |
| 501 West 8th Street<br>Columbia, TN 38401  | Linda Moore            |
| 330 10th Avenue North<br>P.O. Box 141<br>Nashville, TN 37203                           | Carolyn S. Petty       |
| LTVEC<br>1432 East Lee Highway<br>Loudon, TN 37774                                     | Pam Potocik            |
| 3004 Tuggle Avenue<br>Nashville, TN 37211  | Bruce A. Smith         |
| Project BLEND<br>Box 328 Peabody/Vanderbilt<br>Nashville, TN 37203                     | Jo Ann Heiser          |
| DHS Licensing<br>Citizens Plaza - 14th Fl.<br>400 Deaderich St.<br>Nashville, TN 37201 | Sandra Dode            |

**1994-1995 Outreach Facilitators  
Traverse City, Michigan**

| Agency   | Trained<br>Facilitator     |
|--|----------------------------|
| Northwest Michigan 4C Council<br>4537 Summit View Dr.<br>Traverse City, MI 49684             | Joy Schwartz               |
| Northwest Michigan 4C Council<br>720 S. Elmwood, Suite 4<br>Traverse City, MI 49684          | Mickie Novorolsky          |
| Northwest Michigan 4C Council<br>720 S. Elmwood, Suite 4<br>Traverse City, MI 49684          | Jill Borland               |
| TBA ISD Career-Tech<br>880 Parsons Rd.<br>Traverse City, MI 49684                            | Donna Valdmanis            |
| Northwest Michigan 4C Council<br>720 S. Elmwood, Suite 4<br>Traverse City, MI 49684          | Dana Skay-LaCross          |
| N.W. MI Human Svcs Agency<br>3963 3 Mile Road<br>Traverse City, MI 49684                     | Cheryl Bloomquist          |
| Northwest Michigan 4C Council<br>720 S. Elmwood, Suite 4<br>Traverse City, MI 49684          | Berenice Rushovich         |
| Traverse City Bay Area<br>Intermediate Schools<br>880 Parsons Rd.<br>Traverse City, MI 49684 | Sherry Pollock             |
| Northwest Michigan 4C Council<br>720 S. Elmwood, Suite 4<br>Traverse City, MI 49684          | Andrea Margaret Polakowske |

1994-1995 Outreach Facilitators  
Anchorage, Alaska

| Agency                                     | Trained<br>Facilitator   |
|--|--|
| Chugiak Children Services<br>Anchorage, AK | Cindy Ambrosius<br>Penelope J. Otto<br>Cary N. Miller<br>Chelley Correa<br>Fennis Baker-Waters<br>Mary Lou Hanson<br>Mary A. Monroe<br>Caren L. Flaten<br>Michele L. Johnston<br>Lynnetta R. Lasher<br>Mandy Mundell<br>Lilly Pinneo<br>Sonja Hankins<br>Diane Hoffbauer<br>Linda Jacobs |

1994-1995 Outreach Facilitators  
Jensen Beach, Florida

| Agency                                       | Trained<br>Facilitator   |
|--|--|
| Florida First Head Start<br>Jensen Beach, FL | Loretta Byrd<br>Cathy O'Connor<br>Gyla Wise<br>Kathyrn Marshall<br>Pat Hickman<br>Sally Wibbels<br>Joanne Paquette<br>Lena Kasliner<br>Judy Wakeman<br>Sandra McNeal<br>Joni Baker<br>Donna Greenberg<br>Heidi Cody<br>Alanna Apap<br>Lynda Ledlow<br>Miriam Wheeler |

**APPENDIX E**  
**INSERVICE EVALUATION SCALE**

In-Service Evaluation

Training Site Location \_\_\_\_\_

1. Enthusiastic Presentation

|                  |   |   |   |   |   |   |                   |
|------------------|---|---|---|---|---|---|-------------------|
| 1                | 2 | 3 | 4 | 5 | 6 | 7 | 8                 |
| Not Enthusiastic |   |   |   |   |   |   | Very Enthusiastic |

2. The objectives of this presentation were clear

|           |   |   |   |   |   |   |            |
|-----------|---|---|---|---|---|---|------------|
| 1         | 2 | 3 | 4 | 5 | 6 | 7 | 8          |
| Not Clear |   |   |   |   |   |   | Very Clear |

3. The objectives of this presentation were realistic

|               |   |   |   |   |   |   |                |
|---------------|---|---|---|---|---|---|----------------|
| 1             | 2 | 3 | 4 | 5 | 6 | 7 | 8              |
| Not Realistic |   |   |   |   |   |   | Very Realistic |

4. The objectives of this presentation were accomplished

|                  |   |   |   |   |   |   |                   |
|------------------|---|---|---|---|---|---|-------------------|
| 1                | 2 | 3 | 4 | 5 | 6 | 7 | 8                 |
| Not Accomplished |   |   |   |   |   |   | Very Accomplished |

5. This presentation was well organized

|               |   |   |   |   |   |   |                |
|---------------|---|---|---|---|---|---|----------------|
| 1             | 2 | 3 | 4 | 5 | 6 | 7 | 8              |
| Not Organized |   |   |   |   |   |   | Very Organized |

6. The information presented will be useful to me; my time and was well spent.

|                |   |   |   |   |   |   |                 |
|----------------|---|---|---|---|---|---|-----------------|
| 1              | 2 | 3 | 4 | 5 | 6 | 7 | 8               |
| Not Well Spent |   |   |   |   |   |   | Very Well Spent |

Strengths of the inservice:

Weaknesses of the inservice:

**APPENDIX F**  
**OBSERVATION OF CAREGIVER BEHAVIOR**



### Observation of Caregiver Behavior

Caregiver \_\_\_\_\_ Rater \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

|  |  | Minutes |   |   |   |   |    |    |    |    |    |    |    |   |
|--|--|---------|---|---|---|---|----|----|----|----|----|----|----|---|
|  |  | 1       | 3 | 5 | 7 | 9 | 11 | 13 | 15 | 17 | 19 | 21 | 23 | T |
| <b>COMMUNICATION</b>                                     |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Models -Repetitions                                      |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Models -Repetitions                                      |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Expansions/Recasts/Expectations                          |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Self-talk (verbalizes what they are doing)               |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Parallel talk (topic is what the child is doing)         |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Sings or plays music with children                       |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Requests/Questions                                       |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Explains   |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Promotes Child-Child Interaction                         |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Subtotal   |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| <b>COGNITION/PLAY</b>                                    |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Promotes Autobiographic Schemes                          |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Promotes Combinatorial Symbolic Games                    |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Promotes Socio-dramatic (pretend) play                   |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Enables the learning of concepts                         |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Subtotal   |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| <b>SOCIAL/EMOTIONAL</b>                                  |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Smiles at child  |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Encourages child (You can do it)                         |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Provides physical, loving contact                        |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Gets formal group games going                            |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Promotes self help and social responsibility             |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Helps child delay gratification                          |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Subtotal   |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| <b>PHYSICAL</b>  |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Promotes stability skills                                |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Promotes locomotor skills                                |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Promotes manipulation skills                             |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Promotes fine motor skills                               |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Subtotal   |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| <b>MANAGING BEHAVIOR</b>                                 |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| <b>Proactive</b>   |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Uses informative praise statements                       |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Promotes prosocial behavior                              |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Teaches rules with consequences                          |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Provides alternative behaviors                           |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Subtotal   |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| <b>Reactive</b>  |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Forbids, criticizes, scolds, threatens, negative demands |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Ignores disruptive behaviors                             |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Restrains or punishes physically                         |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Physically isolates a child                              |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Subtotal   |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| <b>LITERACY</b>  |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Provides books to look at                                |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Provides writing supplies                                |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Encourages literacy efforts                              |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Reads aloud  |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Talks about environmental print                          |  |         |   |   |   |   |    |    |    |    |    |    |    |   |
| Subtotal   |  |         |   |   |   |   |    |    |    |    |    |    |    |   |