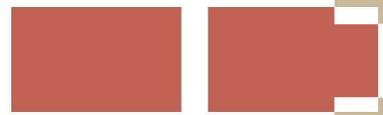


Personnel Preparation



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Personnel Preparation

The following *Review Guidelines* are intended to help service providers and individuals involved in personnel preparation determine the congruence between the beliefs, values, and practices of the individuals in your community and current recommended practices in early childhood/special education. The *Review Guidelines* will first help you consider the overall effectiveness of presentation of a material. Next, questions follow which pertain specifically to the content area of **Personnel Preparation**.

It is important to realize that no material is likely to match the exact needs of individuals in your community. Therefore, in many instances, you may wish to make some simple adaptations to the materials before using them.

A separate set of *Review Guidelines* is available to help select materials that have been translated from one language to another. In addition, other suggestions for choosing materials are available on the CLAS Web site (<http://clas.uiuc.edu>). It is our hope that you may use these *Review Guidelines* to engage in meaningful dialogue with families and colleagues in your community, as you decide which materials to use in your early childhood setting.

Effectiveness of Presentation

Please respond to all that apply.

CLARITY

- (a) Is the purpose of the material clear?
- (b) Is the presentation of the information easy to follow?
- (c) If there are directions on how to use the material, are they clearly stated?
- (d) Does the material include an effective explanation of technical terms or jargon?

- (e) Does the language in the material acknowledge diversity (e.g., family structures, multi-generations, disabilities, gender, ethnicity, socio-economic status, religion, etc.)?
- (f) Is the format (e.g., print, audio, video, etc.) appropriate for the intended users of this material?
- (g) Are contact agencies or persons for accessing additional information or support easily identifiable?

COMPREHENSION LEVEL

Easy = mainly simple sentences with minimal or no technical jargon;

Average = a mix of simple and complex sentences with some technical jargon (e.g., USA Today);

Difficult = mainly complex sentences with a lot of technical jargon or discipline-specific terms (e.g., College-level text or New York Times).

- (a) For printed materials, the reading level of the material is:
Easy | Average | Difficult | N/A
- (b) For video and audio materials, the comprehension level of the material is:
Easy | Average | Difficult | N/A

GRAPHICS, ILLUSTRATIONS AND PHOTOS

Do the graphics:

- (a) Represent a non-stereotypical view of cultural (e.g., contemporary dress) and linguistic groups?
- (b) Represent a wide variety of groups (e.g., disabilities, gender, race, generation)?
- (c) Enhance the materials (e.g., photo prints and designs are appropriate and of high quality)?

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FOR WHICH AUDIENCES IS THIS PERSONNEL TRAINING MATERIAL APPROPRIATE?

 *Note: This material may be useful for audiences other than the ones identified by the developer. Check all that apply.*

(a) Level of Experience

- Introductory/Beginner Level
- Advanced Level
- Other:

(b) Role (For Implementor, mark with an "I" • Recipient = "R" • Both = "B")

- Parents/Family Members
- Administrator
- Students/Interns
- Faculty/Trainers
- Service Delivery Personnel
- Para-Professionals
- Other:

(c) Linguistic Background

Implementor:

Recipient:

(d) Discipline (For Implementor, mark with an "I" • Recipient = "R" • Both = "B")

- Interdisciplinary Groups
- Audiology
- Bilingual
- Early Childhood Education
- Early Intervention/Early Childhood Special Education
- English as a Second Language
- Family Therapy
- Medicine
- Multicultural Specialist

- ___ Nursing
- ___ Nutrition
- ___ Occupational Therapy
- ___ Orientation/Mobility
- ___ Physical Therapy
- ___ Psychology
- ___ Recreation/Leisure Therapy
- ___ Social Work
- ___ Special Education
- ___ Speech and Language Pathology
- ___ Other:

(e) Other Audience Descriptors:



2. TO WHAT EXTENT DOES THE MATERIAL COMPREHENSIVELY COVER INFORMATION RELATED TO ITS PRIMARY TOPIC/FOCUS?



3. PROMOTING CULTURAL COMPETENCE

To what extent does the material ...

- (a) Focus on cultural competence as a specific training outcome?
- (b) Provide the individual recipient opportunities for exposure and experiences to:
 1. Develop awareness and sensitivity to cultural differences?
 2. Develop awareness and sensitivity to linguistic differences?
 3. Increase knowledge and understanding about cultural and linguistic diversity?
 4. Explore personal attitudes and values about cultural and linguistic diversity?
 5. Highlight the importance of honoring the child's first language?

6. Address factors that impact second-language acquisition (*e.g., age, motivation, status of language, etc.*)?
 7. Develop skills in working with children, families, and professionals from diverse populations (*e.g., cross-cultural communication*)?
- (c) Assist individual recipients in addressing systems-level issues regarding cultural and linguistic diversity by:
1. Addressing the program's/organization's values and goals?
 2. Addressing the program's/organization's policies and procedures?
 3. Providing strategies and suggestions for implementing systems-level change (*e.g., county, state*)?



4. CONSIDERING ADULT LEARNERS

To what extent does the material ...

- (a) Incorporate practices recommended for teaching adult learners?
- (b) Encourage family-professional co-instruction?
- (c) Encourage instruction by culturally and linguistically diverse presenters?
- (d) Provide strategies to support the participation of culturally and linguistically diverse participants (*e.g., use of interpreters/translators*)?
- (e) Include materials and activities suitable for interdisciplinary teams, including diverse families?
- (f) Use a variety of methods used for conveying information that reflect different learning styles and communicative patterns?

5.

WHAT TYPES OF STRATEGIES OR METHODS ARE FOUND IN THIS TRAINING MATERIAL? *(Check all that apply.)*

- Values or Self-Reflection Exercises (*e.g., journaling*)
- Interview (Single Experience)
- Fieldwork/Practicum/Student Teaching (Multiple Contacts)
- Internet (World Wide Web Links, Listservs, E-Mail, etc.)
- Trainer of Trainers Format
- Mentorship
- Case Study
- Simulation
- Role Play
- Handouts
- Group Work
- Storytelling
- Critical Incident
- Videotape
- Information Booklet
- Overheads
- Lecture/Presentation
- Other:

6.

Is information provided on ways to structure training to be responsive to community preferences, values, and beliefs (e.g., mode of delivery, scheduling, room arrangement)?

7.

Are strategies included for adapting materials for different audiences?

8.

Does the material include ideas for how recipients can follow up on what they have learned from the training (e.g., personal contact through liaison or via e-mail)?

9.

MODEL EFFECTIVENESS

To what extent does the material ...

- (a) Identify potential short-term outcomes for both the caregiver and/or the child?
- (b) Identify potential long-term outcomes for both the caregiver and/or the child?
- (c) Specify the cultural and linguistic groups with whom the approach has been used?

10.

EVALUATING IMPACT AND APPROPRIATENESS OF PERSONNEL TRAINING PROGRAM

To what extent does the material ...

- (a) Encourage providers to systematically evaluate the appropriateness of the interventions with families based on their changing needs and preferences?
- (b) Suggest ways of ensuring that outcomes are important and meaningful to the families as well as the service providers?
- (c) Include a variety of options for gathering information from families (*e.g., interviews, observations, checklists, etc.*) that respect families' cultural and linguistic background and considers families' level of acculturation?

The following two questions are intended to deepen the analysis of the ways materials address issues of diversity. In some cases, these issues may have been addressed in the preceding questions.

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Does the material acknowledge and address complex and sometimes subtle aspects of diversity as they relate to personnel preparation, such as:

- (a) Power (refers to the division of members of society into levels with unequal access to resources, knowledge, and authority)
- (b) Racism (refers to systems advantage based on race)
- (c) Prejudice (refers to an adverse judgment or opinion based on preconceived beliefs and ideas about different groups)
- (d) Socio-Economic Class (refers to the division of society into levels with unequal wealth and prestige)

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Are there any spoken or unspoken assumptions, values, or beliefs in this material that could conflict with the delivery of culturally and linguistically appropriate services (e.g., assuming all parents view themselves as advocates or equal partners)?