

Individual Professional Development Module (IPDM) #101:

Communication in School Age Child Care (SACC) by Mary Jane Hostetter

This module will help you communicate in a way that respects people and creates a pleasant atmosphere for both children and adults. It will make the job of the adult easier because it will prevent much confusion and misbehavior.

You will receive 2.5 Professional Development hours for successful completion of the module. Successful completion will include submitting the required activities and any suggested corrections. You may have four weeks to submit corrections without paying an additional fee.

The fee for this PD is \$5, to be made out to "Child Care Consultants, Inc", and mailed to Mary Jane Hostetter, Child Care Consultants, Inc, 13 W. Market Street, York, Pa 17401. On the check, please write SACC PD, ITM #100 in the note space. On a sticky note on the check, or paper clipped to the check, please put your name and whether you submitted the Individual Training Module (ITM) by email, or by mail.

READINGS:

Required: Communication in SACC by Mary Jane Hostetter (part of this IPDM)

Required: Winning Ways to Talk with Young Children

<http://www.umext.maine.edu/onlinepubs/PDFpubs/4077.pdf>

Optional: School-Age Care Environment Rating Scale (SACERS) - (ask to borrow your director's copy), Items 28, 29, 30, 31

COMPLETE 6 ACTIVITIES INCLUDING # 1, 3, 6 and 7 and submit them by email (preferred) or by mail to Mary Jane Hostetter: Child Care Consultants, Inc, 13 W. Market Street, York, Pa 17401

Email questions or comments to: maryjanehostetter@yahoo.com.

1 Complete I-message log

#2 Complete I-message worksheet

#3 Complete Reflective listening log

#4 Complete Reflective Listening worksheet

#5 Write a few paragraphs about communication "errors" that led to funny situations, or uncomfortable situations.

#6 Summarize the important points you want to remember for the reading "Winning Ways to Talk with Young Children"

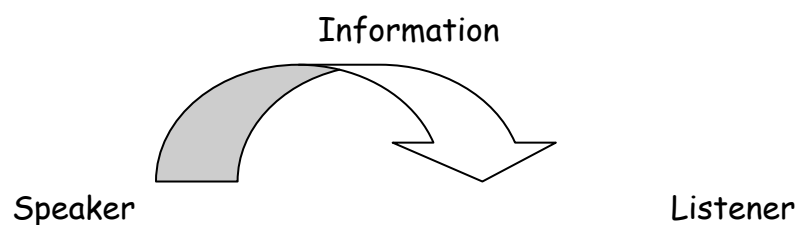
#7 Complete My plan for improving my communication next week.

#8 Compose a one-page information sheet for your fellow staff on communication that will help them.

IPDM #101 Communication in SACC by MJ Hostetter

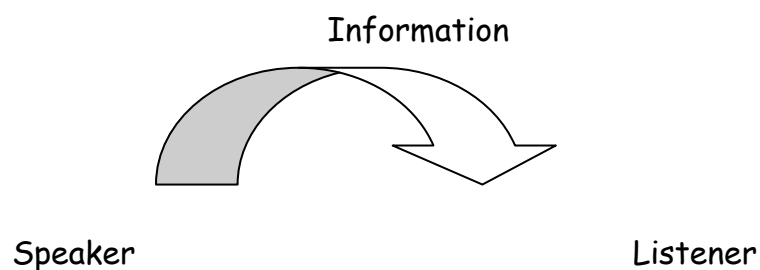
What is good communication? Why does it matter? These are a few of the questions you might have as you begin to read this information. Both questions are valid. Communication is how we share thoughts, feelings, ideas and much more. It matters for many reasons; so we know what the other person is thinking, so we know what they want, so we can tell if there is a problem, etc. etc.

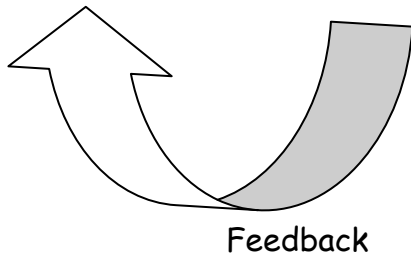
Good communication is:



Right? The speaker speaks and the listener listens. Is that good?

Nope, there is something missing. Look at the diagram below for a better example.





Even better would be multiple arrows going back and forth.

What is the most important component of communication?

Listening!!!

When we communicate with children or parents, we often think of us speaking and them listening... Our first job is to listen, and then speak!!!

How do we communicate? We often see communication as a way to get our point across, but that is only one part. If we want information shared between people, there are two techniques that are extremely helpful. The first is reflective listening and the second is I-messages. These come from The Parent's Handbook, Systematic Training For Effective Parenting's, 3rd Edition by Don Dinkmeyer and Gary McKay, 1989 Using these two techniques on a regular basis will cut misbehavior by one half or more. These two techniques also show encouragement and mutual respect. One of the joys of using these two techniques is hearing children use them with other children.

Reflective listening is listening to the other person carefully, and then using your own words to reflect back what you think they said. Example: "You feel really resentful about the time out you were given." "You sound very upset about James calling you a name." The idea is to make sure you hear what the person is actually saying, and let them know that you are hearing them accurately. If you have not interpreted correctly, try again. You are showing respect by really listening to what they have to say. You are encouraging them by showing them that they are important enough to pay attention to and spend the time getting it right.

Formula:

1. Listen intently.
2. Think of a word to describe the emotion you are hearing.
3. Express back what you think the other person is feeling.
4. Listen to see if you "got the message".

5. If not, ask for clarification and/or try again.

"I-messages" are statement you make about how you feel without seeming to put blame on others, but show how their actions affect you. For example: "I feel upset when you won't try the activity I planned for today because I spent a lot of time and effort on developing and activity based on your special interests." " I feel angry when you talk back to me because I have worked hard and deserve your respect."

Formula:

I feel:

When you:

Because: (how it affects **you**)

People need encouragement when communicating. The most important encouragement is listening carefully and reflecting back what has been said. Another way is to make comments that are open responses, not closed responses. When a child says there is a monster in the basement, you might be tempted to say, "don't be ridiculous, there is no such things as monsters." The child is then likely to stop trying to communicate. Try saying "Really? Tell me more." You are more likely to find out if the child is pulling your leg, if he actually heard a noise in the basement, or if he is really frightened. The child knows he has your attention and is often willing to talk with you again. If a child says, "I'm hungry" you could choose to say, "snack is in 5 minutes", or you could choose to ask, "what are you hungry for?" Sometimes the child is just seeking information, and for this a closed response may be a good choice, but if you want to help the child grow in his communication skills, an open response is best.

People, especially children, can get easily discouraged when communicating. Setting up good communication takes planning and thinking ahead. One way to avoid discouraging communication is to avoid communication blocks. A communication block is just what it sounds like, something that blocks communication. Unfortunately, many blocks are not intentional, in fact, many times, people aren't even aware they are actually hindering communication. One block is sarcasm. This is widely used with elementary children and it is supposed to be humorous. More often then not, it is demeaning, not humorous. Another block is interrupting. Even if we are sure we know what the other person is going to say, be polite and let them finish. You might be surprised. When you frequently finish children's thoughts, they might stop making the effort to communicate with you. Another way to block communication is by frequent use of the phrase "should have". Believe is or not, giving

advise can be a communication block also. Although adults mean well, children appreciate being able to solve their own problems. Giving advice immediately is saying to the child " you are not capable." Calling names, making fun of people, and using a nasty or disgusted tone of voice are also communication blocks.

With all the things that hurt communication, what helps communication? First, be a good listener.

Second be clear and concise. Third make sure your message has gotten across. Being a good listener has do's and don'ts: look at the person speaking, don't talk to other people, think about what the speaker is saying, don't think about other things, and ask questions if you don't understand. How can you be clear and concise? Think about what you are going to say before you begin. Eliminate the unnecessary details, and try to start with the beginning and move toward the end. Use words that can be understood by the child, but don't talk down to the child. How do you make sure your message has gotten across? Use reflective listening, or ask!

I message work sheet

Situation:

What result do you want from your communication?

Who do you want to communicate with?

How does it affect you?

Use this information to construct three possible I messages.

I message # 1

When:

I feel:

Because:

I message # 2

When:

I feel:

Because:

I message # 3

When:

I feel:

Because:

Which do you think is better for you to use? Why?

I - message log

To whom did you address this?	Situation	When	I feel	Because	Result
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

9.					
10.					

Reflective Listening Worksheet Situation:

Who are you listening to?

What do their expression and/or body language say to you?

What does their voice tone say to you?

What words can you use to express the emotion you are seeing/hearing?

What result do you want from your communication?

Use this information to construct three possible reflective listening statements.

Rate them to see which is better for your situation.

Reflective Listening Log

To whom did you address this?	Emotion you heard or saw	Statement you made	Reaction of listener	Any additional reflective listening as a result of listeners reaction	Any additional reflective listening as a result of listeners reaction
1.					
2.					

3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

My plan for improving my communication next week. (Adapted from The Parent's Handbook)

Date: _____

My specific concern about communication:

a. with children _____

b. with adults _____

Problems I have noticed, or people have suggested: _____

What I want to try:

Communication blocks I plan to change:

Other barriers to good communication I need to change: _____

What I will do about the expected barriers:

One week later: (Date: _____)

What actually happened (be very specific): _____

Progress Made:

Areas for concern:

Next Steps (either further work on this, or new area)

References of IPDM's

Crane, T.G. (2002) *The Heart of Coaching: Using Transformational Coaching to Create a High Performance Coaching Culture*, 2nd Edition San Diego, CA, FTA Press

Hostetter, M. J. (2003) *Individual Training Module as a Training Technique*, Unpublished Master's Project, Concordia University, St. Paul

Hostetter, M. J. (2001) *Survey Results of NSACA Conference Attendees in Pittsburg, PA, 2000* unpublished

Newman, R. (2009) *Training New After-School Staff: Welcome to the World of School-Age Care! Revised edition*
Cape Charles, VA Newroads Media, A division of Cape Charles Development Company

Sign-off page

I, _____, have completed IPDM #101 on Communication. I have done the following 6 activities ____, ____, ____, ____, ____, ____ and they are attached to this page.

Signature: _____ Date: _____

Name: (as you want it on the certificate) _____

Name of my Child Care Center _____

Address: _____, _____, _____, _____

Phone: _____

Email: _____

My Birth date: __/__/____ Last 5 numbers of my Social Security #_ - ____