



THE PENNSYLVANIA MAPS PROJECT EVALUATION OF TWO WORKSHOPS FOR EARLY CARE AND EDUCATION PROVIDERS

Richard Fiene, Ph.D.
Director and Associate Professor
Capital Area Health and Human Development Institute
The Pennsylvania State University
105 Henderson Building South
University Park, PA 16802

and

Elizabeth E. Manlove, Ph.D.
Assistant Professor
Special Education and Early Childhood Education Department
204 Robinson Learning Center
Lock Haven University of Pennsylvania
Lock Haven, PA 17745

ACKNOWLEDGEMENTS

Completion of this evaluation project was made possible through the assistance and support of many individuals. Thanks go first and foremost to the many early childhood practitioners who participated by attending the workshops and completing the surveys and to the workshop trainers who facilitated this process. Penn State faculty and staff involved in the project included: Beth Gill-MacDonald, Margaret Benson, and James E. Johnson. Data collection, coding and entry were made possible through the hard work of a number of Penn State students: Laura Davila-Reyes, Julia Landis, Karen Lindner, Justin Manalli, Brad Sizemore. Finally, we thank Family Communications, Inc. for inviting us to Mr. Rogers' Neighborhood to collaborate on this work with them.

Executive Summary

In 2005, Family Communications, Inc. sponsored two workshops for child care providers in Pennsylvania: "What Do You Do with the Mad That You Feel" (hereafter referred to as Mad), and "Challenging Behaviors: Where Do We Begin" (hereafter referred to as Challenging). All participants were asked to complete surveys before and several weeks after the workshop.

Previous History

This was the fourth year of dissemination of these workshops sponsored by the Substance Abuse Mental Health Services Administration of the U. S. Department of Health and Human Services. Previous projects were done in Pennsylvania and Mississippi (2001/2), California (2003), Iowa and Ohio (2004). The first two years and the Ohio third year project included only the "Mad" workshop. The third year Iowa project included the "Challenging" workshop.

Research on these earlier projects had indicated very consistent, highly-positive responses to questions about: For instance in evaluating the "Value" or "Importance" of the Mad Feelings Workshop, participants indicated "Very Important" as follows:

FY02 – 88.8%
FY03 – 85.3%
FY04 – 86% (Iowa); 90 % (Ohio)

In evaluating the Understandability, participants indicated "Very Understandable" as follows:

FY02 – 95.9%
FY03 – 93%
FY04 – 91% (Iowa); 96 % (Ohio)

When asked if they would recommend the workshop to others, participants responded “Definitely Yes” or “Yes” as follows:

FY02 – 96.2%
FY03 – 93.3%
FY04 – 95% (Iowa); 97 % (Ohio)

The first two years also inquired about the “Trainer’s Presentation.” It was rated very highly (95.1% and 87.3%) and was not continued after the second year.

The responses for the “Challenging” workshop, when first used in Iowa, were quite similar (Value – 82%; Understandable – 88%; would recommend – 94%) to those for “Mad” workshop. This question was not continued in this year’s research.

When asked in a follow-up call, if they had changed the ways they worked with children on these issues, participants indicated “yes” as follows (and this question was included in this year’s research):

FY02 – 71%
FY03 – 75%
FY04 – 77% (Iowa/Mad); 96% (Iowa/Challenging); 71 % (Ohio)
FY05 – 66% (Mad); 53% (Challenging)

Participants were also asked if they had used “materials from the workshop” since attending the workshop. Again the responses seem quite consistent (though this year’s rate was very high in comparison with other years): We continue to probe more deeply in this area to determine which elements are being used and what value is given to each one.

FY02 – 63%
FY03 – 67%
FY04 – 69% (Iowa/Mad); 67 % (Ohio) [Iowa/Challenging not collected]
FY05 – 93% (Mad); 93% (Challenging)

This year’s evaluation has built on this previous work that indicated that the “Mad” and “Challenging” workshops are very well received by participants and have led them to at least plan changes in how they work with young children who have angry feelings and display challenging behaviors. The post-workshop questionnaire was dropped in order to concentrate more fully on the follow-up survey where response had been quite low. The questions about participant reactions to the workshop were dropped in light of the very consistent responses in the past. Please see the “Future Directions” section on page 37 for more reflections on future directions for research on these materials.

Mad Feelings

- Sixty-six percent (66%) of participants indicated that they had actually made changes since the workshop.

- Ninety-three (93%) percent had used items from the resource packet in their classrooms. Participants identified the “Plan & Play Activity Book” as most useful (90% rated it very useful), followed by the “Making Friends” book (82% rated this very useful) and the Mister Rogers Audio CD (80%).
- When considering how to help children who have lost control, participants most frequently identified problem solving, time away and separating from the situation as ways to help children.
- When considering what is most helpful for children to know about anger, participants most frequently cited knowing that anger is okay and identifying appropriate behaviors and self control.
- When it came to controlling their own (adult) anger, participants most frequently cited self control and separation from the situation.
- Forty percent (40%) of the participants indicated that they were college graduates; 99% were female; 78% were employed at center based programs; and 42% indicated that their job title was an assistant group supervisor or teacher.

Challenging Behavior

- A majority of participants (53%) indicated that they are doing things differently in their classroom to deal with challenging behavior since attending the workshop. These included changing their own response to children’s behavior, changing the classroom environment, and encouraging appropriate behaviors in the child.
- Participants indicated that challenging behaviors are challenging because of the behavior itself (43%) and because of the effects it has on the teacher (39%).
- Sources of challenging behavior were seen as coming from the child (44%), the family situation (29%) and the early childhood setting, environment and curriculum (17%).
- At follow-up, 93% of participants indicated that they had used one or more items from the resource packet. They found the “Meeting the Challenge”, “Making Rules Work” and “Bedtime Struggles” most useful.

At follow-up, 83% of participants indicated that they felt more confident in managing challenging behavior since taking the workshop.

- When asked what a teacher can do about the challenging behaviors, participants most often cited discussing rules of behavior and motivations for behavior.
- When asked how to prevent this type of behavior in the future participants most often cited making changes to the environment. However, building relationships became a more common response at follow-up.
- Thirty-nine percent (39%) of the participants indicated that they were college graduates; 99% were female; 80% were employed at center based programs; and 43% indicated that their job title was an assistant group supervisor or teacher.

Introduction

In recent years there has been increased national attention paid to the importance of quality for children in child care settings. As a result there is an increased emphasis being placed on both providing appropriate training to caregivers/teachers in these settings and in evaluating such training to see whether the goals of training have been achieved.

In 2005, Family Communications, Inc. sponsored two workshops for child care providers in Pennsylvania: “What Do You Do With the Mad That You Feel” (hereafter referred to as Mad), and “Challenging Behaviors: Where Do We Begin” (hereafter referred to as Challenging). The Challenging workshop is designed to build on concepts covered in the Mad workshop.

The goal was to provide the Mad and Challenging workshops to 720 participants. Not all workshops were completed in time to be included in this research. Out of the evaluation forms received by the research team, one hundred and forty-four (144) participants took only the Mad workshop; 86 participants took only the Challenging workshop; and 477 participants took both workshops. All participants were invited to take part in the evaluations of the workshops. As participants in the evaluations, they were asked to complete a pre-workshop survey given at the start of the workshop, and a follow-up survey conducted by telephone approximately one to four months after the workshop. Copies of the surveys for Mad are provided in Appendix A. Copies of the surveys for Challenging are provided in Appendix B.

What Do You Do With the Mad That You Feel?

Response Rates

The targeted number of participants for the Mad workshop was 720. However, not all workshops were presented in time to be included in this research. In addition, some workshop participants chose not to take part in the evaluation. Of those who agreed to be part of the evaluation (592), not all participants completed surveys at the two time points. A total of 590 participants completed pre-workshops surveys while 280 completed follow-up surveys.

Table M1. Response rate for survey participants

	Number of Respondents	% of Pre-Workshop Total (592)	% of Target Total (720)
Evaluation Participants	592	1.00	.82
Pre-Workshop Survey	590	.99	.82
Follow-Up Survey	280	.47	.39

It was not particularly difficult to get participation at the follow-up. All follow-ups for Mad were done by telephone. Participants were contacted approximately one-four months after they had attended the workshop. A total of 590 participants indicated they

were willing to participate in a follow-up survey. Of those, 280 follow-up surveys were completed by phone. The other participants did not respond to repeated attempts to contact them. After three attempts to contact a participant by phone no other attempts were made.

Demographics

At the beginning of the workshop, participants were asked to complete a survey that included questions about their personal and professional background and experiences (see Appendix A).

Personal Characteristics

The demographics of the sample are similar to those of other child care worker/teacher samples. Approximately four fifths of participants were between 22 and 55 years of age with the overwhelming majority (99%) being female. Eighty-two percent indicated their race as “White” with 15% indicating “Black/African American” and 3% indicating other races.

Respondents were nearly equally divided between those with a high school diploma or less (28%) and those with some college (28%). A larger proportion of participants (44%) had a college degree or more.

Table M2. Personal characteristics of survey participants

	N	%
Age (n=587)		
13 – 17 years	0	.00
18 – 21 years	41	.07
22 – 55 years	458	.78
55 or older	88	.15
Sex (n=590)		
Male	4	.01
Female	586	.99
Race (n=575)		
White	471	.82
Black/African American	88	.15
Other	16	.03
Education completed (n=585)		
High school graduate or less	165	.28
Some college	163	.28
College graduate	232	.40
Graduate or professional degree	25	.04

Where They Work.

Participants were predominantly from center based programs (78%). Home-based care providers made up 11% of the participants. The remaining participants reported their current employment as “other child care agency” (1%) or “other” (9%). Of those working in child care settings, the largest number (47%) report that they work in a rural setting with somewhat fewer participants reporting that they work in a suburban setting (28%) or an urban setting (25%).

Table M3. Work characteristics of survey participants

	N	%
Current employment (n=579)		
Home-based care	64	.11
Center-based care	452	.78
Other child care agency	8	.01
Other	54	.09
Location of child care (n=552)		
Urban	136	.25
Suburban	156	.28
Rural	259	.47
Job title (n=575)		
Caregiver in home	32	.06
Child care substitute	11	.01
Teacher aide/assistant teacher	95	.17
Teacher	115	.20
Assistant group supervisor	126	.22
Group supervisor/head teacher	73	.13
Director or supervisor	41	.07
General manager	2	.01
Owner	22	.04
Other	58	.09

Of those providing a job title, 6% indicated that they are caregivers in their own homes. The majority of the participants indicated they worked in child care programs: Teacher aide/assistant teacher (17%), teacher (20%), assistant group supervisor (22%), group supervisor/head teacher (13%), and director (7%). Participants were asked for the ages of the children for whom they care. The majority of participants indicated they care for preschoolers (61%). A much smaller number cared for infants (31%) or toddlers (39%). Eleven percent (11%) of the participants indicated they cared for children with special needs.

Professional Experience.

For survey participants, the average number of years in the current job was 5.4 years while the average number of years in the field was 9.3 years. Note, however, that the ranges for both of these are quite large and that the median number of years was considerably less than the mean.

Table M4. Professional experience of survey participants

	Mean	SD	MDN	Range
Years in current job (n=590)	5.4	6.6	3.0	0.1 – 50
Years in field (n=590)	9.3	9.8	6.0	0.1 – 50

Survey Results

Approximately one to four months after participants attended the Mad workshop they were contacted to take part in a follow-up survey. This survey asked them questions about the extent to which they had implemented things learned in the workshop (see Appendix A.)

Workshop Implementation.

The first question asked whether participants had changed the way they support children’s learning to manage anger since taking the workshop. Sixty-six percent of the 280 participants responding to this question indicated that they had made changes since the workshop.

For those who indicated they had made changes, these are the most frequently cited: 31.9% Adult emotion regulation; 22.2% Managing and expressing emotions; 10.3% Change of environment or activities; 7% Observe and seek information; 3.2% Encourage appropriate behavior; 2.7% Use FCI resources, materials and techniques; 2.2% Adult provides comfort; or 1.1% Building relationships.

Participants in the workshop received resources to take with them. They were asked specifically whether they had used any items from the resource packet and, if so, how useful they were. In all, 263 participants (93%) indicated that they had used one or more items from the resource packet.

Table M5. Have used items from resource packet

What was used:	N yes	(%)
“Plan and Play Activity” book	139	.50
"Making Friends" book	130	.46
Audio CD	128	.46
Parents’ pamphlet	124	.44
Mad Feelings poster	117	.42
Mad Feelings video	116	.41

Of those who indicated they had used items from the resource packet the item most frequently cited was the “Plan and Play Activity” book (50%). Less often selected

were the “Making Friends” book (46%) and the audio CD (46%), the parents’ pamphlet (44%), the Mad Feelings poster (42%) and the Mad Feelings video (41%).

For each of the items participants used from the resource packet, they were asked to rate how useful it was from 1=not useful to 3=very useful. According to participant responses the “Plan and Play Activity” book was most useful with 90% rating this as “very useful.” The “Making Friends” book and the Audio CD were also highly rated with more than 80% of respondents rating them as “very useful.” The only items rated as “not useful” by some respondents were the parents’ pamphlets (3%), the Mad Feelings video (5%) and the Mad Feelings poster (6%). Even so, a majority of respondents rated them as “very useful”.

Table M6. Of those who used packet items, how useful?

	% Very	% Somewhat	% Not
“Plan and Play Activity” book (n = 139)	.90	.10	.00
“Making Friends” book (n = 130)	.82	.18	.00
Audio CD (n = 128)	.80	.20	.00
Parents’ pamphlet (n = 124)	.75	.22	.03
Mad Feelings poster (n = 117)	.69	.25	.06
Mad Feelings video (n = 116)	.68	.27	.05

Follow-up Support. When participants completed the workshop they were invited to provide an e-mail so they could receive the monthly “What Do You Do With The Mad That You Feel” e-newsletter. This e-newsletter was mailed on a monthly basis to participants. It contained follow-up material based upon the workshop that participants attended. Twenty-eight participants (10%) indicated that they had received the e-newsletter. Ninety-one (91%) percent of the participants who provided email addresses indicated that they found the newsletter useful.

For those who received the e-newsletter fifty-seven percent (57%) said it helped by providing them with new ideas. They also said it is a good way to provide new resources. The newsletter provided them with new ideas for activities and suggestions to do with the children. The newsletter also provided them with Internet links. Seven percent (7%) of respondents said that the newsletter was helpful by reinforcing what was learned in the workshop. Another 7.1 % of respondents said the e-mail newsletter was helpful in keeping them updated with new information. Seven percent (7%) of respondents did not read the newsletter yet, while 10% said they did not remember anything about it.

Workshop participants were also asked questions about what was the most helpful aspect of the training when they thought back on the workshop. These are their responses to this question: Twenty-six percent (26%) responded that the FCI resources, the trainer, videos, activities, materials, and the relaxed atmosphere were the most helpful. Twenty-six percent (26%) responded that sharing ideas, stories, discussions, experiences and group interaction with others in the workshop was most helpful. Twenty-five percent (25%) responded that learning how to manage difficult behavior, and anger; learning how to utilize redirection, understand own anger; and learning how to help angry child and understand child at different levels, their reasons

and understanding difficult situations was most helpful. Six percent (6%) responded it was all good, helpful, provided confirmation / verification of what they were doing, or reinforced their ideas. Six percent (6%) responded that learning children's perspective, children's understanding, and children's point of view; learning it is okay for child to be angry; and learning to give consideration to child's feelings was most helpful.

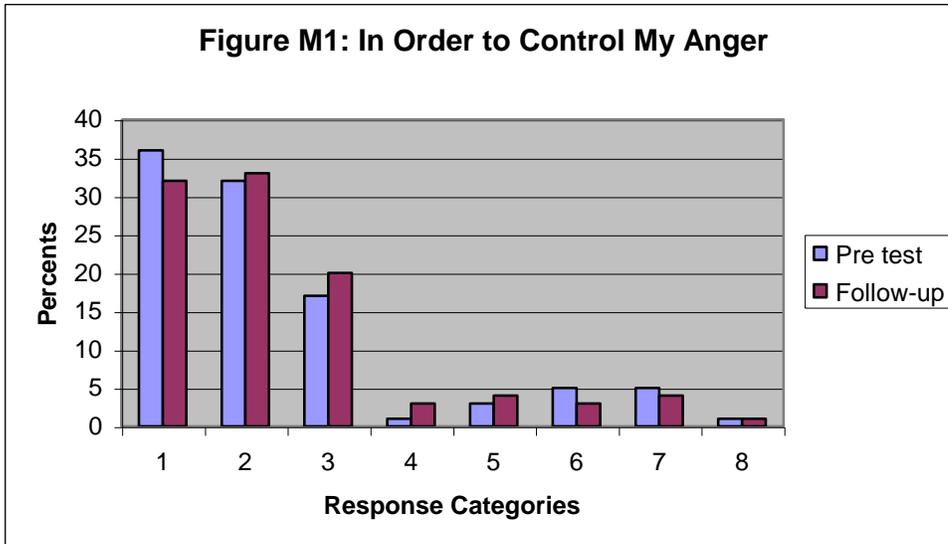
Workshop participants were finally asked the following question: Reflecting on both the workshop and the supplemental materials, can you think of ways to make this project better? Their answers were the following to this question: Seventy-six percent of the respondents said "No", they liked things just the way they were presented. Ten percent of the respondents suggested providing more materials. This included giving more ideas for younger ages, offering more hands-on activities, providing more information, providing more parent materials, providing more real world application, making the workshop longer, offering more teaching in groups, giving ideas for older ages, offering more experiences from providers, giving more concrete examples and offering more classes. Six percent of respondents gave miscellaneous answers such as: make workshop available to other people; make workshop available to other organizations; make it two levels 1) new to child care and 2) experienced; make it available on a weekend, encourage more people to take second part; more instructors to answer questions; a panel of experts that will take individual questions. Two percent of the respondents said to condense it, stay on topic to manage time, a lot of material for a short time.

Workshop Content.

There were three questions asked on both the pre- and follow-up surveys (see Appendix A) which related to the content of the workshop. Because the number of participants was different at each point in time results are presented as percentages. In this way, comparisons can be made across time points. The reader should be cautioned, however, that the two groups included different sets of individuals and we don't know how comparable these groups are (e.g., on demographic characteristics). Any comparison across time must therefore be viewed with caution.

In Order to Control My Anger. Participants were asked to indicate the two things they use most often when trying to control their own anger. Because participants gave up to two responses the total number of responses was greater than the number of participants.

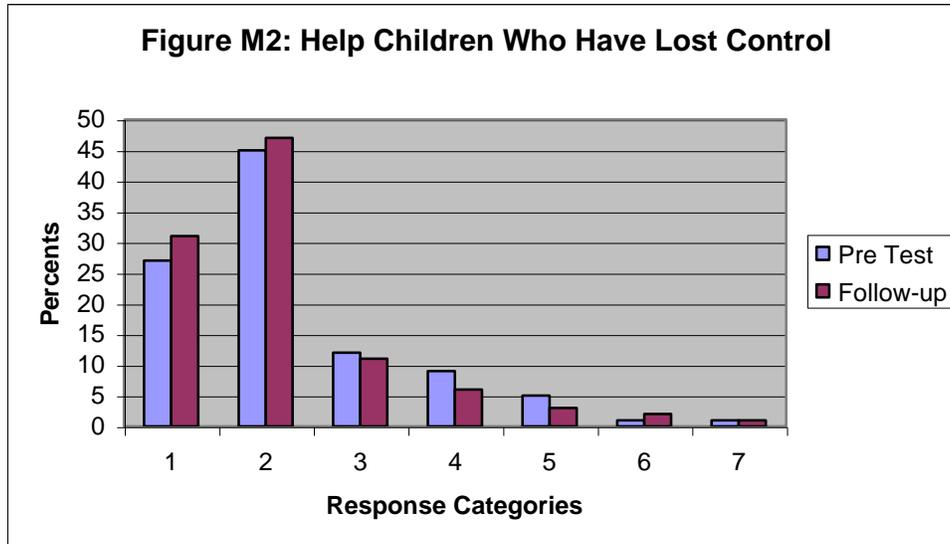
Of those who responded to this item, the most common strategy cited for controlling anger was self control. Responses in this category represented 36% of all pre-workshop responses and 32% of all follow-up survey responses. Typical responses included "redirect," "relax," and "calm down". The second most common strategy cited was separate from situation. This represented 32% of all pre-workshop responses and 33% of all follow-up responses. Typical responses in this category included "getting some fresh air" or "leaving the room".



Legend: 1 = Self Control; 2 = Separate from situation; 3 = Reflection/talking and thinking; 4 = Direct resolution; 5 = Physical outlet; 6 = Internalize; 7 = Spiritually; 8 = Aggression or externalize.

Third most common among responses were those that fell into the category of reflection/talking and thinking. Responses in this category represented 17% of pre-workshop responses and 20% of follow-up responses. Typical responses in this category included “think it out,” and “talk to a friend.” Many fewer responses had to do with internalizing and externalizing (e.g., avoidance or bottling it up, and yelling, hitting or screaming), and spirituality (e.g., praying, reading the Bible). It is worth noting that the rank ordering of responses was basically the same across both data collection points.

Help Children Who Have Lost Control. Participants were asked what they do to help children when they have lost control. Up to three responses were coded for each individual. The total number of responses was, thus, far greater than the number of participants. Of those who responded to this item, responses having to do with problem solving were most common at both time points. This category represented 45% of all pre-workshop responses and 47% of all follow-up responses. Typical responses in this category included “talk out the problem with the child,” and “help them to express themselves.” The next most common category of responses at both time points were those that had to do with time away and separating from the situation. This category represented 27% of responses on the pre-workshop survey and 31% on the follow-up survey. Typical responses in this category included “engage the child in different activity,” and “remove the child from the situation.”



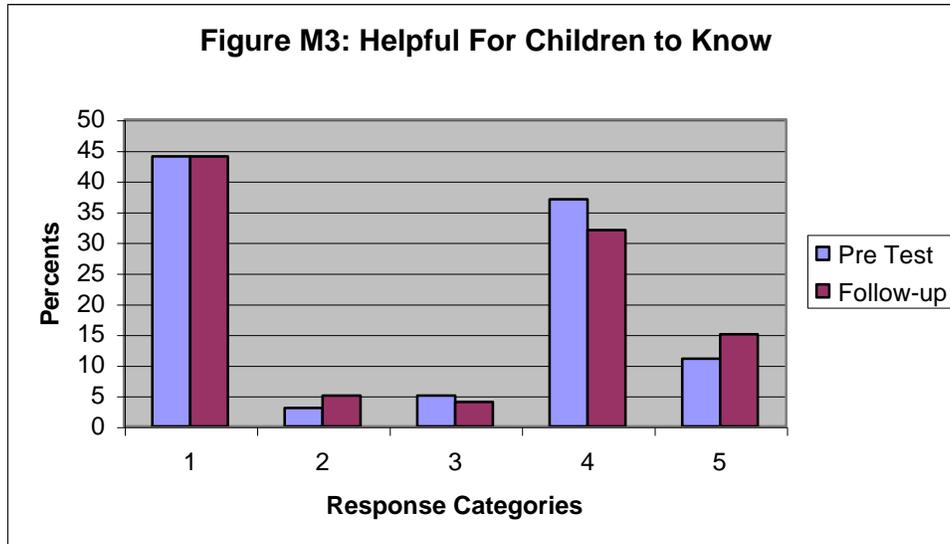
Legend: 1 = Time away/separate from situation; 2 = Problem solve; 3 = Relaxation; 4 = Get close; 5 = Stay calm; 6 = Stop them; 7 = Time out.

Less common responses were those that fell into the category of getting the child to relax. This category represented 12% and 11% of the responses on the pre-workshop and follow-up surveys respectively. Typical responses in this category included “help child to learn ways to calm down”, “relax or cool off.”

There were relatively few responses having to do with stopping children or using time out. There were also relatively few that dealt with the teacher staying calm, getting close or being patient during this time.

Helpful for Children to Know About Anger. Participants were asked to list three things they think are helpful for children to know about anger. These responses were compiled and therefore the total number of responses is greater than the number of participants.

Of those who responded to this item, the responses given most often at both time points had to do with knowing that anger is okay. This included 44% of responses at both time points. Typical responses in this category included “it is okay to be angry,” “natural reaction” and “everyone gets angry.” The second most common category of responses at both time points was those that had to do with identifying appropriate behaviors and self control (37% pre-workshop and 32% follow-up). Typical responses in this category included “you can talk to the teacher,” “ask for help,” and “try to solve the problem.”



Legend: 1 = OK to be angry; 2 = Anger will go away; 3 = Introspection/reflection; 4 = Appropriate behaviors/self control; 5 =Identifying inappropriate behaviors.

The third most common category of responses at both time points included those that had to do with identifying inappropriate behaviors. This included 11% of pre-workshop responses and 15% of follow-up responses. Typical responses in this category included “you can be angry but destructive behavior is unacceptable” and “don’t take it out on others.”

Summary

At the follow-up survey, 66% of participants indicated that they had actually made changes since the workshop. 93% of the participants had used one or more items from the resource packet that was provided. When participants were asked to rate how useful the materials in the resource packet were, participants found the “Plan and Play Activity” Book as most useful (90% rated it as very useful). The “Making Friends” book and the Audio CD were rated as very useful by 82% and 80% of the participants respectively. As a follow-up support, 91% of participants who received it indicated that they found the e-newsletter useful.

When considering how to help children who have lost control, at both points in time problem solving was the most frequently identified method (45% on the pre-workshop and 47% on the follow-up). The next most common category of responses were those that had to do with time away and separating from the situation. This category represented 27% of responses on the pre-workshop survey and 31% on the follow-up survey.

When asked what is most helpful for children to know about anger, respondents most often indicated that knowing anger is okay (44% of participants at both points in time). The second most common category of responses at both time points was responses that had to do with appropriate behaviors and self control (37% on pre-workshop and 32% on follow-up).

How did participants control their own anger? Of those who responded to this item, the most common strategy cited for controlling anger was self control. Responses

in this category represented 36% of all pre-workshop responses and 32% of all follow-up responses. The second most common strategy cited was separate from situation. This represented 32% of all pre-workshop responses and 33% of all follow-up responses.

Challenging Behavior: Where Do We Begin?

Response Rates

The targeted number of participants for the Challenging workshop was 720. However, not all workshops were presented in time to be included in this research. In addition, some workshop participants chose not to take part in the evaluation. Of those who agreed to be part of the evaluation (533), a total of 533 participants completed pre-workshop surveys while 220 completed follow-up surveys.

Table C1. Response rates for survey participants.

	Number of Respondents	% of Pre-Workshop Total (533)	% of Target Total (720)
Evaluation Participants	533	1.00	.74
Pre-Workshop Survey	533	1.00	.74
Follow-Up Survey	220	.42	.31

It was not particularly difficult to get participation at the follow-up. All follow-ups for Challenging were done by telephone. Participants were contacted approximately one to four months after they had attended the workshop. Five hundred and twenty seven participants indicated that they were willing to take part in a follow-up survey and provided a telephone number at which they could be reached. Of those 220, follow-up surveys were successfully completed. Many participants did not respond to repeated attempts to contact them. After three attempts to contact a participant by phone no other attempts were made.

Demographics

At the beginning of the workshop, participants were asked to complete a survey which included questions about their personal and professional background and experiences (see Appendix B).

Personal Characteristics

The demographics of this sample are similar to those of other child care worker/teacher samples. Over three quarters of participants were between 22 and 55 years of age with the overwhelming majority (99%) being female. Eighty-two percent indicated their race as “White” with 15% indicating “Black/African American” and 3% indicating they were other races.

Respondents were nearly equally divided between those with a high school diploma or less (29%), and those with some college (28%). Forty-four percent of the respondents indicated they had a college degree or more.

Table C2. Personal characteristics of survey participants.

	N	%
Age (n=526)		
13 – 17 years	1	.01
18 – 21 years	32	.06
22 – 55 years	409	.78
55 or older	84	.16
Sex (n=527)		
Female	522	.99
Male	5	.01
Race (n=506)		
White	416	.82
Black/African American	78	.15
Other	12	.03
Education completed (n=522)		
High school graduate or less	150	.29
Some college	144	.28
College graduate	204	.39
Graduate or professional degree	24	.05

Where They Work.

Most participants worked in center based care (80%) with other forms of care following a distant second: home-based care (10%), other child care agency (1%), and other (9%). Of those working in child care settings, the largest number (48%) reported that they work in a rural setting with an evenly divided number in urban (24%) and suburban (28%) settings.

Table C3. Work characteristics of survey participants.

	N	%
Current employment (n=523)		
Home-based care	51	.10
Center-based care	421	.80
Other child care agency	5	.01
Other	46	.09
Location of child care (n=497)		
Urban	117	.24
Suburban	141	.28
Rural	239	.48
Job title (n=525)		
Caregiver in home	27	.05
Child care substitute	1	.00
Teacher aide/assistant teacher	90	.17
Teacher	100	.19
Assistant group supervisor	125	.24
Group supervisor/head teacher	62	.12

Director	39	.07
General manager	1	.00
Owner	14	.03
Other	66	.13
Age of children (N=527)		
Infant	158	.30
Young toddler	210	.40
Old toddler	208	.39
Preschool	317	.60
School age	148	.28

Of those providing a job title, 5% indicated that they are home-based providers. Another 19% indicated they are teachers while 17% reported they are assistant teachers or aides. Nearly all respondents report that they work with preschoolers (60%) with fewer working with infants (30%) and toddlers (40%).

Professional Experience

For survey participants, the average number of years in the current job was 5.7 while the average number of years in the field was 9.6. Note, however, that the ranges for both of these are quite large and that median number of years was considerably lower than the mean.

Table C4. Professional experience of survey participants.

	Mean	SD	MDN	Range
Years in current job (n=527)	5.7	6.6	3.0	0.1 – 36
Years in field (n=526)	9.6	8.4	7.0	0.8 – 40

Survey Results

Approximately one to four months after participants attended the Challenging workshop they were contacted to take part in a follow-up survey. This survey asked them questions that tapped the content covered in the workshop. They were also asked several questions about implementation of what they had learned in the workshop (see Appendix B).

Workshop Content.

Participants were asked to respond to three items related to the content of the workshop. These asked about challenging behaviors, challenging children, and promotion of self-regulation in young children.

The first item to which participants were asked to respond was, “Name two things that make challenging behaviors so challenging when compared to typical behaviors.” These responses were compiled across all participants. Because they were asked to give two responses, the total number of responses is greater than the number of participants. However, the results are reported as percentages and thus add up to 100%.

Table C5. What makes challenging children so challenging?

	Pre %	Post%
Something about the child	.43	40
Effect on the teacher	.39	.45
Setting/environment	.15	.11
Family	.03	.04
Don't know/not sure/don't remember	.00	.00
TOTAL	100	100

Most responses (43% on the pre-test and 40% on the follow-up surveys) indicated that it was something about the child that made him/her challenging (e.g., a personality trait, a specific behavior, where the child is developmentally or a state of the child such as tired, hungry, etc.). The next most common type of response was that the effect on the teacher were what made challenging behaviors so challenging (39% on the pre-test and 45% on the follow-up survey). Responses in this category included things such as time demands, emotional demands, and difficulty in understanding why the child behaves this way. Much less common were responses that had to do with the family (e.g., not getting their support in working with the child; 3% on the pre-test and 4% on the follow-up) and with the setting/environment (e.g., the effect challenging children have on classroom noise level and on other children; 15% on the pre-test and 11% on the follow-up).

The second item participants responded to that related to workshop content was, "Name two things that contribute to a child behaving in challenging ways." These responses were compiled across all participants. Because they were asked to give two responses, the total number of responses is greater than the number of participants. However, the results are reported as percentages and thus add up to 100%.

Table C6. What contributes to children being challenging?

	Pre%	Post%
Something about the child	.44	.37
Family	.29	.35
Setting/environment/curriculum	.17	.18
Peers/siblings	.07	.06
Teacher	.02	.03
Abuse	.01	.01
Don't know	.00	.00
TOTAL	100	100

When considering what contributes to a child being challenging, the largest proportion of responses (44% on the pre-test and 37 percent on the follow-up) had to do with the child (a trait of the child such as temperament, a state of the child such as being tired or hungry, specific behavior or abilities of child such as poor social skills). More than one quarter of responses (29% on the pre-test and 35% on the follow-up) identified the family (e.g., events at home) while an additional 17% on the pre-test and

18% on the follow-up identified characteristics of the child care setting/environment, and curriculum (e.g., change in routine, having to clean up when not ready).

The final item on workshop content said, “Name two things adults can do to promote self-regulation”. Because they were asked to give two responses, the total number of responses is greater than the number of participants. However, the results are reported as percentages and thus add up to 100%.

Table C7. How adults can promote self-regulation.

	Pre%	Post%
Teach appropriate emotional expression	.23	.28
Child emotion regulation	.19	.21
Curriculum/planning activities	.21	.14
Build relationships	.12	.16
Teacher emotion regulation	.09	.07
Behavioral reinforcement	.08	.06
Environment	.03	.04
Collect information/observe/look for patterns	.03	.02
Time out	.01	.02
Don't know	.01	.00
Biology	.00	.00
Total	100	100

The most common responses to this item (42% on the pre-test and 49% on the follow-up) focused on helping children to better manage their behavior (e.g., reinforce positive behaviors, teach appropriate emotional expression, help child “cool off” when emotions run high). Second most common (24% on the pre-test and 18% on the follow-up) were responses that focused on making modifications to the environment, curriculum or activities (e.g., better organized environment, more regular schedule).

Workshop Implementation.

A second set of items in the follow-up survey focused on the extent to which participants have implemented what they learned. The first question participants responded to was, “Since taking the workshop are you doing anything differently in your classroom to deal with challenging behavior?” Fifty-three percent of the 220 participants responding to this question indicated that they had made changes since the workshop. If they answered yes, they were asked, “What do you do differently?” These are the responses from the participants: 38.3% said they changed their own emotion regulation response to the situation or changed how they managed or expressed their emotions; 17.3% changed the environment or adult activities; 13.6% encouraged appropriate behaviors in the child; 7.4% used FCI resources, materials and techniques; 6.2% observed or would seek information; and 3.7% said they were building relationships.

Participants were asked if they tried something learned at the workshop but you found it did not work. Eight percent of the participants responded “yes” to this question. These are some of the reasons they gave: redirection, clay did not work for school age

children, tried talking through, talk with parents, calming techniques, using praise, reward, tried to be patient, go to my director to see if she can help me, or a contingency plan.

The workshop emphasized developing strong relationships as being an important part of dealing with challenging behaviors. Participants were asked if they faced any obstacles to trying to strengthen their relationships with challenging children. Thirty-five percent of the participants responded “yes” to this question. Here were some of the obstacles that they faced: 30.9% said children would withdraw, were reluctant to talk, didn’t want to cooperate, had difficulty in trusting, can’t get through to them; 21.8% said parents, lack of parental help, family issues at home; 20% said teacher issues, lack of time to spend with child, teachers own feelings, or understanding each child’s needs; 10.9% said: developmental delays, special needs, issues with children, or emotional issues and behavior disabilities.

Participants in the workshop received resources to take with them. They were asked specifically whether they had used any items from the resource packet and, if so, how useful they were. In all, 199 participants (93%) indicated that they had used one or more items from the resource packet.

Table C8. Have used items from resource packet

What was used:	N yes	(%)
Big black tote bag	94	.47
“Going to Daycare” book	92	.46
“Bedtime Struggles” pamphlets	89	.45
“Meeting the Challenge”	88	.44
“Making Rules Work” pamphlets	87	.44

Of those who indicated they had used items from the resource packet the item most frequently cited was the Big black tote bag (47%). Less often selected were the “Going to Daycare” book (46%) and the “Bedtime Struggles” pamphlets (45%), “Meeting the Challenge” (44%), and “Making Rules Work” pamphlets (44%).

For each of the items participants used from the resource packet, they were asked to rate how useful it was from 1=not useful to 3=very useful. According to participant responses “Meeting the Challenge” was most useful with 83% rating these as “very useful.” The “Making Rules Work” and the “Bedtime Struggles” pamphlets were also highly rated with more than 75% of respondents rating them as “very useful.” The only items rated as “not useful” by more than 5% of the participants was the big black tote bag (8%).

Table C9. Of those who used packet items, how useful?

	% Very	% Somewhat	% Not
“Meeting the Challenge”	.83	.17	.00
“Making Rules Work” pamphlets	.79	.18	.03
“Bedtime Struggles” pamphlets	.78	.17	.05
“Going to Daycare” book	.75	.21	.04
Big black tote bag	.73	.19	.08

A final question on the follow-up survey asked participants, “How is your confidence about working with challenging children now as compared to before you took the workshop?” Participants were asked to rate their confidence on a scale from 1=“much more confident” to 5=“much less confident.”

Table C10. Confidence since taking workshop

	Mean	SD	Range
Confidence	1.8	0.702	1 – 3

Thirty-five percent of participants indicated that they are “much more confident” while another 48% indicated that they are “somewhat more confident.” The remainder indicated that there was no change in their confidence level.

Vignettes

Before the workshop and at follow-up, participants were asked to read a brief vignette (see Appendix B) and respond to two questions about it. The vignette was done prior to the workshop and during the follow-up survey one to four months later. Two hundred and twenty participants completed both vignettes (during the workshop and after the workshop).

Table C11. Response rate for Vignettes

	N	% of pre-workshop total	% of Target Total (533)
Pre-workshop	527	----	.99
Follow-up	220	.42	.41

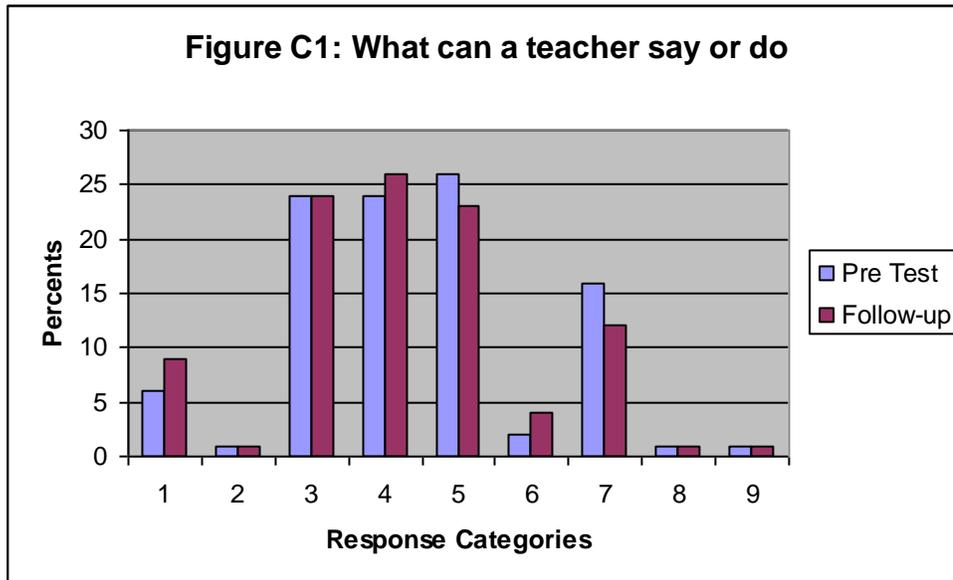
The vignette that participants read told the story of a teacher and a child. Briefly, the child engages in a “challenging behavior” and participants are asked two questions:

- 1. What can a teacher do or say to respond to this situation?**
- 2. What can a teacher do to prevent this behavior in the future?**

Up to five responses were coded for each question for each individual. The total number of responses was, thus, far larger than the number of participants. Because the numbers of participants were different at the two time point (pre-workshop and follow-up) results are presented as percentages. In this way comparisons can be made across time points. The reader should be cautioned, however, that the two groups included different sets of individuals and we don’t know how comparable these groups are (e.g., on demographic characteristics). Any comparison of responses across time must therefore be viewed with caution.

What Can a Teacher Do or Say? Of those who responded to the question, “What can a teacher do or say to respond to the situation?” the largest proportion at pre-workshop (24%) and follow-up survey (26%) mentioned a strategy that involved discussing rules of behavior. Typical examples were, “teach Anne turn taking and how to get the teacher’s attention next time,” “talk about being nice to our friends,” and “we leave other people’s things alone.”

Responses focusing on the motivations for behavior and discussing and label emotions were the next most common category of responses on the pre-workshop survey (24% and 26% respectively). On the follow-up it was mentioned 24% and 23% respectively. Typical responses in these categories included, “Ask Anne why she did it,” “Talk to Anne about her feelings,” and “Ask Anne if there was something that hurt her feelings.”

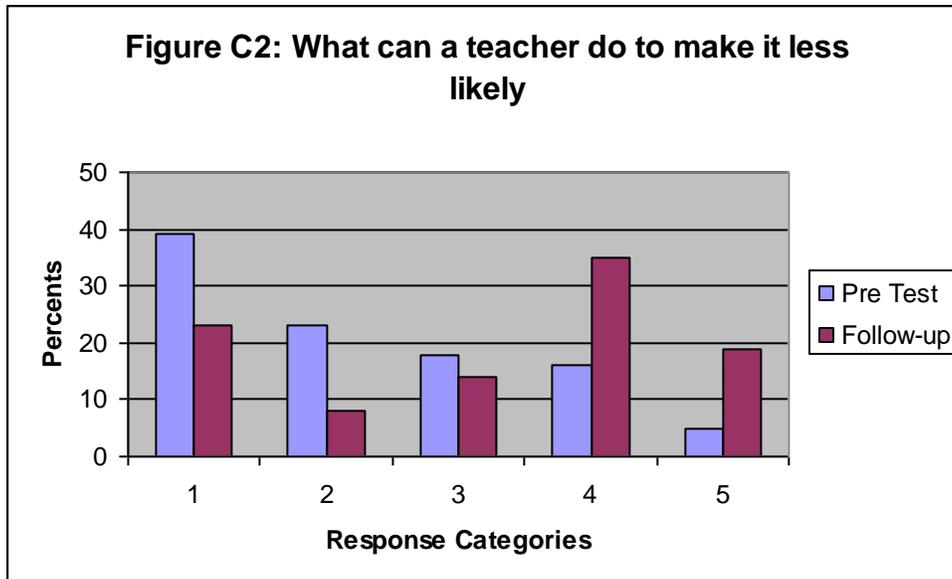


Legend: 1 = Focus on victim; 2 = Adult emotion regulation; 3 = Discuss motivations for behavior; 4 = Discuss rules of behavior; 5 = Discuss and label emotions; 6 = Punishment; 7 = Repair/restitution; 8 = Ignore; 9 = Redirect.

On the pre-workshop survey, 16% of responses had to do with trying to resolve the situation in a positive way. This type of response was somewhat less common on the follow-up survey (12%). Typical responses in this category included, “Ask her to say she is sorry,” “Give the second child a chance to complete another picture,” and “Talk with both children and problem solve.”

Responses that had to do with punishment, or ignoring the situation/redirecting were relatively uncommon at both time points.

Preventing This Behavior In The Future. Of those who responded to the question, “What can a teacher do to make it less likely Anne will do this sort of thing in the future?” responses were quite varied. By far the most common responses at the pre-workshop had to do with changing the environment or activities in some way (pre-workshop 39%). This type of response was considerably less common at the follow up (23%). Typical responses in this category included, “Seat them further apart,” “Put Anne in a different area of the room,” and “Have Anne and the other child comment on each other’s pictures.”



Legend: 1 = Change environment or activities; 2 = Managing and expressing emotions; 3 = Encourage appropriate behavior; 4 = Build relationships; 5 = Observe/seek information

Responses that had to do with encouraging appropriate behavior were common on the pre-workshop survey (18%) with fewer such responses on the follow-up (14%). Typical responses in this category included, “Discuss rules in the classroom,” “Remind Anne of what to do instead of waiting for her to make a mistake,” and “Praise her when she acts appropriately.”

Responses that focused on building relationships increased over the two time points. On the pre-workshop survey, only 16% of participants gave responses that fit this category. On the follow-up survey, 35% of responses fit this category making it the most frequent response category in the follow up. Typical responses in this category included, “Positive attitude toward each child,” “Give more one-on-one time,” and “Give her extra attention.”

Responses that had to do with gathering information either through observation or through consultation with others (e.g., experts, parents) were nearly four times as common in the follow-up survey (19%) as in the pre-workshop survey (5%). Typical responses in this category included, “Talk to parents and learn about home life,” and “Pay attention to what is going on around her.”

Responses that had to do with helping children manage and express emotions were practically the opposite of the gathering information category in that there were fewer responses on the follow-up survey (8%) than in the pre-workshop survey (23%). Typical responses in this category included, “Encourage children to use their words to let someone know how they are feeling,” and “Help the child build better social skills.”

Summary

The response to the Challenging Behavior workshop was overwhelmingly positive. A majority of participants (53%) indicated that they planned to do something differently as a result of the workshop. When asked what makes challenging children so challenging, participants most often cited the behavior itself (43%) and the effects it has on the teacher (39%). The sources of challenging behavior were most often seen as coming from the child (44%), the family situation (29%) and the early childhood setting, environment and curriculum (17%).

At follow-up, 93% of participants indicated that they had used one or more items from the resource packet. When participants were asked to rate how useful the materials in the resource packet were, they found the “Meeting the Challenge” book most useful (83% rated it as very useful). The “Making Rules Work” pamphlets and the “Bedtime Struggles” pamphlets were rated as very useful by 79% and 78% of the participants respectively.

At follow-up, 83% of participants indicated that they felt more confident in managing challenging behavior since taking the workshop. This suggests that a majority of participants at least felt they had benefited in a positive way from the workshop and/or the resources provided through the workshop.

Participants were asked to respond to a vignette about a child who exhibits challenging behavior. When asked what a teacher can do about the challenging behaviors, participants most often cited discussing rules of behavior and motivations for behavior. When asked how to prevent this type of behavior in the future participants most often cited making changes to the environment. However, building relationships became the most common response at follow-up.

Future Directions

This evaluation has built on previous work to demonstrate that the Mad Feelings and Challenging Behaviors workshops are very well received by participants and have led them to at least plan changes in how they work with young children who have angry feelings and challenging behaviors.

The limitations and measurement issues in previous evaluations have been corrected in this study. This has helped us to really focus on the key factors of each workshop. Careful planning of future evaluations will allow us to more precisely evaluate how the workshops affect participant behaviors in their work with children and exactly what it is about the workshops that has an impact.

Thus far in the evaluations of the Family Communications Inc. workshops it has not been possible to do a random assignment evaluation. Because of this it is difficult to tell whether our findings are due to the workshops or due to some other factor. A key goal of a full evaluation of the workshops is to do a random assignment evaluation where one group takes the Mad workshop only, one group takes both workshops in the intended sequence and one group gets neither. In this way we would be able to evaluate the effects of workshop vs. no workshop as well as one workshop vs. two workshops.

Both of these evaluations (Mad and Challenging) have focused on the workshops themselves rather than the actual impact of the workshops on participant behavior.

While this evaluation suggests that the workshops have some success in changing how participants think and, particularly, what they intend to do in their work with children, ultimately the goal is to influence their actual behavior. Changing their thoughts and intentions may be an important step toward behavior change (or not), but does not guarantee that anything has changed in the actual interactions. To know this would require an observational assessment of participants before and after the workshops to see whether their approaches to mad feelings and challenging behaviors have changed. In the context of a random assignment design, this approach would provide solid evidence of the efficacy of the training received in the workshops.

Appendix A: What Do You Do with the Mad that You Feel?

Pre-Workshop Survey

Name: _____

Address: _____

City/State: _____

Workshop Date: _____

Workshop Location: _____

Workshop Trainer: _____

We would like to know a few things about you and your work with young children. This will help us understand who takes the workshop.

Your Work Setting:

1. Current Employment: (circle one)
- a. Family Home
 - b. Group Home
 - c. Center
 - d. School-Age
 - e. Relative/Neighbor or Legally Unregulated
 - f. Other Child Care Agency
 - g. Other (specify) _____

2. Your job title: (circle one)
- a. Caregiver in home
 - b. Child care substitute
 - c. Teacher aide/assistant teacher
 - d. Teacher
 - e. Assistant group supervisor
 - f. Group supervisor/leader/head teacher
 - g. Director or Supervisor
 - h. General Manager
 - i. Owner
 - j. Other (specify) _____

3. How many years have you been a child care provider? _____

4. How many years have you been in your current job? _____

If you are a classroom teacher or home-based provider, please indicate:

5. Number of children in your care: _____

6. Age range(s) of children in your care: (circle all that apply)
- a. Birth to 12 months
 - b. 13 months to 24 months
 - c. 25 months to 36 months
 - d. 3 years to 5 years
 - e. 6 years to 8 years
 - f. 9 years and over
 - g. Special needs

7. Children to adult ratio in your classroom or home: _____

Your Background:

1. Your age: (circle one)
 - a. 13-17 years
 - b. 18-21
 - c. 22-55
 - d. 55 or older

2. Sex: (circle one)
 - a. Male
 - b. Female

3. Ethnicity: (circle one)
 - a. Mexican/Mexican American/Chicano
 - b. Puerto Rican
 - c. Cuban
 - d. Other Spanish/Hispanic/Latino
 - e. None of these

4. Race: (circle one)

a. White	i. Vietnamese
b. Black/African-American	j. Other Asian
c. American Indian	k. Native Hawaiian
d. Asian Indian	l. Guamanian or Chamoro
e. Chinese	m. Samoan
f. Filipino	n. Other Pacific Islander
g. Japanese	o. Middle Eastern
h. Korean	p. Other

5. Location: (circle one)

a. Urban	c. Rural
b. Suburban	d. Tribal

6. How much schooling have you completed: (circle one)
 - a. Less than 8th grade
 - b. Some High School
 - c. High School graduate
 - d. Non-credit adult education
 - e. Some college but no college degree
 - f. Two year/AA college degree
 - g. Four year/BA or BS college degree
 - h. MA/MS college degree
 - i. PhD./D.Ed. college degree

7. Do you have a license or certificate? (circle all that apply)
 - a. CDA (Child Development Associate)
 - b. Teacher Certification N-3rd grade
 - c. Teacher Certification K-6th grade
 - d. Private academic preschool certification
 - e. Other (specify)_____

The following questions help us understand what you already know before taking the workshop. Answer with the first thing that comes to mind.

Please complete the following sentences

1. When I get angry, my gut reaction is to:

2. In order to control my anger, the two things I use most often are:

a.

b.

3. Some things that make children angry are:

4. When working with children who are angry, I try to help them control the anger by:

5. Three things I think are helpful for children to know about being angry are:

a.

b.

c.

6. Children need to know many skills to learn about managing anger. Some of those skills are:

Follow-Up Survey

Review of Workshop Content:

1. What are the stages young children go through in learning how to manage their angry feelings?

2. Name three helpful messages for young children about being angry.

a.

b.

c.

3. Name three strategies that adults could use to intervene when children have lost control

a.

b.

c.

4. How does anger affect people? (ex., physically, emotionally, behaviorally)

5. Name two strategies you use to manage your own anger

1.

2.

Workshop Implementation:

1. Since you participated in the “What Do You Do with the Mad that You Feel?” training workshop, have you changed the way in which you support children’s learning of how to manage anger? *(please circle)*

Yes (1) No (2)

- a. If yes, what do you do differently?

- b. If no, what do you do?

2. Since you participated in the “What Do You Do with the Mad that You Feel?” training workshop, have you used any of the MISTER ROGERS’ NEIGHBORHOOD materials or activities in your classroom?

Yes (1) No (2)

3. Which of the items in the resource packet did you use, and how helpful were they

What used:	How helpful?				
	Very		Somewhat		Not helpful
a. Plan and Play activity book	1	2	3	4	5
b. Mad Feelings video	1	2	3	4	5
c. “Making Friends” book	1	2	3	4	5
d. Parents’ pamphlet	1	2	3	4	5
e. Audio CD	1	2	3	4	5
f. Mad Feelings poster	1	2	3	4	5

4. Did you receive our e-mail newsletter (please circle)?

Yes (1) No (2)

- a. *If yes, was it helpful to you?*

Yes (1) No (2)

- b. In what way(s)?

5. Thinking back on the workshop you attended, what was the most helpful aspect of that training?

a. Why? *[WRITE PARTICIPANT'S RESPONSE FOR LATER CODING]*

6. Reflecting on both the workshop and the supplemental materials, can you think of ways to make this project better?

Appendix B: Challenging Behavior: Where Do We Begin?

Pre-Workshop Survey

Name: _____

Street: _____

City/State/Zip: _____

Workshop Date: _____

Workshop Location: _____

Workshop Trainer: _____

We would like to know a few things about you and your work with young children. This will help us understand who takes the workshop.

Your Work Setting:

1. Current Employment: (circle one)
- a. Family Home
 - b. Group Home
 - c. Center
 - d. School-Age
 - e. Relative/Neighbor or Legally Unregulated
 - f. Other Child Care Agency
 - g. Other (specify) _____

2. Your job title: (circle one)
- a. Caregiver in home
 - b. Child care substitute
 - c. Teacher aide/assistant teacher
 - d. Teacher
 - e. Assistant group supervisor
 - f. Group supervisor/leader/head teacher
 - g. Director or Supervisor
 - h. General Manager
 - i. Owner
 - j. Other (specify) _____

3. How many years have you been a child care provider? _____

4. How many years have you been in your current job? _____

If you are a classroom teacher or home-based provider, please indicate:

5. Number of children in your care: _____

6. Age range(s) of children in your care: (circle all that apply)
- a. Birth to 12 months
 - b. 13 months to 24 months
 - c. 25 months to 36 months
 - d. 3 years to 5 years
 - e. 6 years to 8 years
 - f. 9 years and over
 - g. Special needs

7. Children to adult ratio in your classroom or home: _____

Your Background:

8. Your age: (circle one)

- a. 13-17 years
- b. 18-21
- c. 22-55
- d. 55 or older

9. Sex: (circle one)

- a. Male
- b. Female

10. Ethnicity: (circle one)

- a. Mexican/Mexican American/Chicano
- b. Puerto Rican
- c. Cuban
- d. Other Spanish/Hispanic/Latino
- e. None of these

11. Race: (circle one)

- | | |
|---------------------------|---------------------------|
| a. White | i. Vietnamese |
| b. Black/African-American | j. Other Asian |
| c. American Indian | k. Native Hawaiian |
| d. Asian Indian | l. Guamanian or Chamoro |
| e. Chinese | m. Samoan |
| f. Filipino | n. Other Pacific Islander |
| g. Japanese | o. Middle Eastern |
| h. Korean | p. Other |

12. Location: (circle one)

- | | |
|-------------|-----------|
| a. Urban | c. Rural |
| b. Suburban | d. Tribal |

13. How much schooling have you completed: (circle one)

- a. Less than 8th grade
- b. Some High School
- c. High School graduate
- d. Non-credit adult education
- e. Some college but no college degree
- f. Two year/AA college degree
- g. Four year/BA or BS college degree
- h. MA/MS college degree
- i. PhD./D.Ed. college degree

14. Do you have a license or certificate? (circle all that apply)

- a. CDA (Child Development Associate)
- b. Teacher Certification N-3rd grade
- c. Teacher Certification K-6th grade
- d. Private academic preschool certification
- e. Other (specify) _____

Some Questions About Challenging Behaviors:

1. Name two things that make challenging behaviors so challenging when compared to typical behaviors.

a.

b.

2. Name two things that can contribute to a child behaving in challenging ways.

a.

b.

3. Self-regulation is essential for children to control their challenging behaviors. There are a number of things adults can do to promote self-regulation in children. Name two.

a.

b.

WARM-UP ACTIVITY

The trainer will read this description of an event in a childcare situation. Then she will read the questions that appear below. Please write your answers to the questions in the space provided below.

Scenario:

In my pre-kindergarten class there is a girl named Anne. She is between 4 and 4 ½ years old. Her older brother is in kindergarten. She has a 3-year old sister and an 18-month old brother at home. One day I sat down with Anne and some other children at a table in the art area. They were drawing with markers. Anne had done a couple of pictures and we talked about them for a minute or two. Then I turned to another child, and made some comments about her picture. Anne leaned over the table, grabbed the other girl's picture, and right before my eyes, ripped it in two.

4. What can a teacher **do or say** to respond to this situation?

5. What can a teacher **do** to make it less likely Anne will do this sort of thing in the future?

Follow-up Survey

Review of Workshop Content:

1. Name two things that make challenging behaviors so challenging when compared to typical behaviors.

a. _____

b. _____

2. Name two things that can contribute to a child behaving in challenging ways.

a. _____

b. _____

3. Self-regulation is essential for children to control their challenging behaviors. There are a number of things adults can do to promote self-regulation in children. Name two.

a. _____

b. _____

Workshop Implementation

1. Since taking the workshop, are you doing anything differently in your classroom to deal with challenging behavior?

YES

NO

- a. If yes, what are you doing differently

2. Is there something you learned at the workshop that you tried with a challenging child but you found it did not work?

YES

NO

- a. If yes, specify: _____
- b. Why do you think it didn't work?

3. Developing strong relationships is an important part of dealing with challenging behaviors. Have you faced any obstacles to trying to strengthen your relationships with challenging children?

YES

NO

- a. If yes, what obstacles have you faced?

4. Since you participated in the “Challenging Behavior: Where Do We Begin?” training workshop, have you used any of the MISTER ROGERS’ NEIGHBORHOOD materials or activities in your classroom?

YES NO

- a. If yes, please indicate what you have used and how helpful it was:

What used:	How helpful:				
	Very		Somewhat		Not helpful
a. “Meeting the Challenge” by Barbara Kaiser	1	2	3	4	5
b. “Going to Daycare” book	1	2	3	4	5
c. “Making Rules Work” pamphlets	1	2	3	4	5
d. “Bedtime Struggles” pamphlets	1	2	3	4	5
e. Big black tote bag	1	2	3	4	5

5. How is your confidence about working with challenging children now as compared to before you took the workshop (circle one)?

- a. Much more confident
- b. Somewhat more confident
- c. No change
- d. Somewhat less confident
- e. Much less confident

WARM-UP ACTIVITY

The trainer will read this description of an event in a childcare situation. Then she will read the questions that appear below. Please write your answers to the questions in the space provided below.

Scenario:

In my pre-kindergarten class there is a girl named Anne. She is between 4 and 4 ½ years old. Her older brother is in kindergarten. She has a 3-year old sister and an 18-month old brother at home. One day I sat down with Anne and some other children at a table in the art area. They were drawing with markers. Anne had done a couple of pictures and we talked about them for a minute or two. Then I turned to another child, and made some comments about her picture. Anne leaned over the table, grabbed the other girl's picture, and right before my eyes, ripped it in two.

1. What can a teacher **do or say** to respond to this situation?

2. What can a teacher **do** to make it less likely Anne will do this sort of thing in the future?
