



Positive Approaches to Supervision

Training & Technical Assistance Services

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This brochure provides an overview of the Positive Approaches to Supervision onsite training. Each of the links below will take you to a description of the specific training offered.

[Positive Guidance](#)

[Literacy in Early Head Start](#)

[Anecdotal Notes](#)

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[Family Literacy](#)



Positive Guidance: How Values Guide Practice

Managing behavior is an ongoing issue in early childhood classrooms, and there are many who claim that it becomes more difficult each year. Yet despite the time and resources we pour into training and supporting teachers, it never seems to be enough. Teachers are either unable to control classrooms or they maintain control through inappropriate methods, all the while demanding that we provide them with something that “really works.”



A possible explanation for why positive guidance training does not always take root and produce effective practice might be the narrow focus on technique that ignores the factors that determine whether or not the trainee will actually apply the techniques offered. *Positive Guidance: How Values Guide Practice*, therefore, begins with an examination of the goals, values and expectations of each individual participant. By problem solving a series of typical behavior management scenarios, trainees identify where their values and goals fall along critical dimensions such as those listed below.

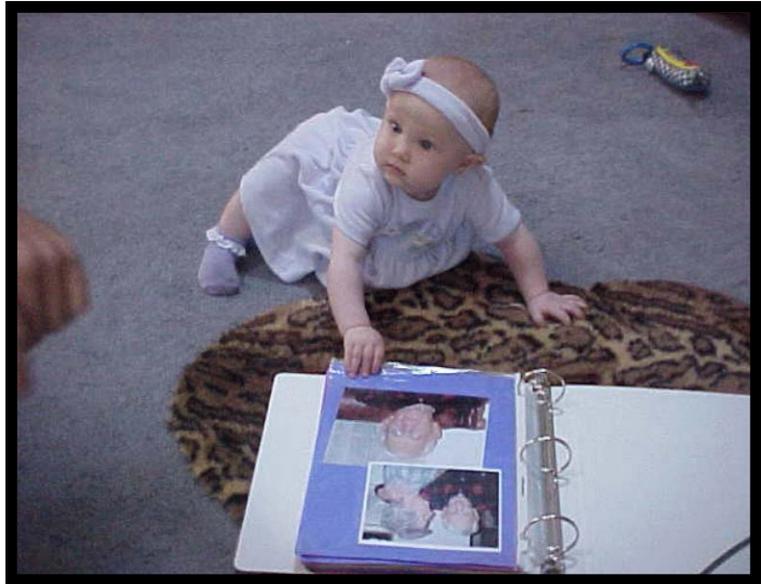
Obedience	Decision Making
Control	Self Control
Fairness	Individualization
Instruction	Learn by Doing

Armed with fresh insights on how goals and values guide individual practice, participants are invited to identify, explore and revisit specific techniques such as redirection, limits, prevention, and consequences and to decide how these techniques could be made to work in the context of their particular world view and specific situation. To bring this training to your program, contact T/TAS at 800-882-7482 or send email to ttas.info@wku.edu.

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Promoting Language & Literacy in Early Head Start

Everybody agrees that it's never too early to start reading to babies, but what are some of the specific techniques and strategies that best support literacy development in infants and toddlers? What are some concrete, observable milestones that would indicate to caregivers and parents that children are acquiring specific developmental skills? How are language and literacy development linked during these three most critical years of human development?



Promoting Language and Literacy in Early Head Start encourages participants to examine these questions from both a theoretical/research perspective and a very practical how to perspective as well. Classroom and home environments, adult child interactions, and the affect that nurturing relationships have on cognitive, language and literacy development are visited in detail during this training designed for managers, mentors, specialists, teachers, caregivers and parents.

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Anecdotal Notes: Documenting Outcomes

Almost all Head Start teachers and caregivers write anecdotal notes, but the quality of the information and the uses to which it is put can vary widely. In the Anecdotal Note training offered by Mr. Gramling, participants engage in hands on activities that build skills in writing notes that are specific and objective and that capture behavior and language which document progress towards achievement of mandated outcomes.



In addition to note writing skills, participants also consider ways of using anecdotal notes to provide and document a wide variety of required service including:

- ❖ Early Literacy Instruction
- ❖ Parent Training in Child Development
- ❖ Family Literacy
- ❖ Outcome Documentation
- ❖ Ongoing Developmental Assessment
- ❖ Parent Input into the Curriculum

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Resolving Conflict with Parents

What happens when parenting practices and expectations differ widely from those of the Head Start or Early Head Start agency? What do we say to the parent who thinks the child who hit her child should be spanked or expelled? What is our response to the parent who thinks her one year old should already be toilet trained? How do we deal with the parent who sends her sister to pick up the child without written permission to do so?



On the other hand, how do we react when the parent is angry about what s/he sees as poor quality? How do we make things right if a staff member forgets an appointment, fails to change a diaper, or forgets to administer medication? How do we honor the anger and hurt of a parent who believes her child is not receiving enough attention or instruction or proper care while at the same time supporting staff members in the line of fire?

In the business of taking care of other people's children emotions run high and opinions about what is best for children can be very different. *Resolving Conflicts With Parents: Negotiating Win-Win Strategies* is a training that offers practical solutions to each of those situations described above while providing an overall approach that enhances the dignity of the parent and which honors his or her practices while remaining true to the philosophy and policies of the agency. If your staff need help with resolving conflict and would like to learn these strategies, call T/TAS at 800-882-7482 or send an email to ttas.info@wku.edu.

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Head Start Family Literacy Services Training...

... is an interactive training experience developed by the National Center for Family Literacy for Head Start and Early Head Start program leadership teams, teachers, caregivers, home visitors and family service staff. . It is designed to increase their ability to work with Head Start staff to impact language development and literacy outcomes for Head Start and Early Head Start children.

The training emphasizes the development of respectful, reciprocal relationships between Head Start staff and parents that support parents as life-long learners and the first, most important teachers of their children.

Additionally, the training helps Head Start and Early Head Start family literacy teams support parents and teachers in creating literacy rich environments for the child in both the classroom and the home. To bring this training to your program, call T/TAS at 800-882-7482 or send an email to ttas.info@wku.edu or contact [The National Center for Family Literacy](#).



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